

*THE HOUSE ON MANGO STREET*  
INTERDISCIPLINARY UNIT:  
CAPE VERDEAN SOCIAL PROBLEM (POVERTY)

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BRIDGEWATER STATE UNIVERSITY  
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## Table of Contents

Overview .....	1
Rationale .....	4
Curriculum and Instruction Organizer .....	7
Week #1- Lesson plan 1 .....	20
Week # 1- Lesson plan 2 .....	24
Week # 1- Lesson plan 3 .....	29
Week # 2- Lesson plan 1 .....	33
Week # 2- Lesson plan 2 .....	37
Week # 2- Lesson plan 3 .....	41
Week # 3- Lesson plan 1 .....	46
Week # 3- Lesson plan 2 .....	50
Week # 3- Lesson plan 3 .....	56
Week # 4- Lesson plan 1 .....	60
Week # 4- Lesson plan 2 .....	66
Week # 4- Lesson plan 3 .....	67
Week # 5- Lesson plan 1 .....	71
Week # 5- Lesson plan 2 .....	74
Week # 5- Lesson plan 3 .....	78
Appendix 1 (Week#1- Lesson 1).....	84
Appendix 2 (Week #1-Lesson 2).....	87
Appendix 3 (Week #1-Lesson 2).....	88

## The House on Mango Street Interdisciplinary unit

Appendix 4 (Week #1-Lesson 3).....	89
Appendix 5 (Week #2-Lesson 1).....	90
Appendix 6 (Week #2-Lesson 1).....	91
Appendix 7 (Week # 2- Lesson 1).....	94
Appendix 8 (week #2-Lesson 2) .....	95
Appendix 9 (week #2-Lesson 2) .....	97
Appendix 10- (Week #3- Lesson 1)– Formal letter business handout .....	98
Appendix 11- (Week #3- Lesson 2) .....	103
Appendix 12- (Week #3- Lesson 2) .....	106
Appendix 13- (Week #3- Lesson 2) .....	107
Appendix 14 - (Week #3- Lesson 2).....	108
Appendix 15 - (Week #3- Lesson 3).....	109
Appendix 16 - (Week#3- Lesson 3) .....	110
Appendix 17- (Week #4- Lesson 2) .....	111
Appendix 18- (Week #4- Lesson 2) .....	117
Appendix 19- (Week #5- Lesson 3) .....	120
Post script.....	123

## Overview

This interdisciplinary unit is designed to EFL students from eighth grade level II in the secondary school Jorge Barbosa in São Vicente Island. This interdisciplinary unit will be taught in English class and integrated with the Personal Development class. This unit is designed to introduce eighth grade students to the topic of poverty and concepts related to the topic through the reading of the book “*The House on Mango Street*” written by Sandra Cisneros. In addition to this book I will be also using other sources in order to improve the students’ background knowledge about poverty. This unit will be taught in four different classrooms composed of 25 students each. The essential questions that I will explore throughout this unit are: How does poverty affect individual health and well-being? What can be done to eradicate poverty?

The main goal of designing this interdisciplinary unit is to provide the students a wide range and a more relevant knowledge about poverty. As poverty is a social issue that Cape Verdeans face, through this interdisciplinary unit students will be able to explore conceptual understanding of poverty as it is experienced locally. They will be able to understand the characteristics of poverty and its effects on a family’s ability to function, grasp the causes of impoverishment and make the connections between the issue of poverty and a role for youth to help in solving the problem. Moreover, they will be able to understand that poverty is a social issue that affects not only Cape Verdean society, but also many others all over the world, and that there are nonprofit organizations that seek to alleviate the consequences of poverty.

## The House on Mango Street Interdisciplinary unit

Poverty is a social problem that not only affects the Cape Verdean Society but many other countries from all over the world. Thus, there are many aspects related to poverty that students need to understand. By knowing the impact of poverty in people's life students will be able to valorize what they have and also contribute to reduce inequalities in their society.

Being an interdisciplinary unit, this unit can fit into other subjects and this interdisciplinary approach will enable me to teach the whole student and make links between disciplines. In this way I will be able to give my students a more relevant, less fragmented, and stimulating experience. As I have already mentioned before, poverty is the key concept that will be addressed in this interdisciplinary unit. Thus, this issue will be addressed in both subjects, English and Personal Development. However, they will be approached differently since the teaching goals are also different.

In Personal Development subject this topic will be taught in Portuguese language and English subject will be taught only in English language. The purpose of teaching this topic in Personal Development subject is to bring students awareness about the effect/impact of poverty in people's life not only in Cape Verdean society but also in other countries. Therefore, the teacher will be focusing on issues that help to build up the students social skills. On the other hand, the purpose of teaching this topic in English subject is to provide the students with a more relevant knowledge about poverty centering on Cape Verdean society in a manner that automatically contributes to the improvement of their language communication skill.

This interdisciplinary unit will be taught in five weeks. Thus, I will provide fifteen lesson plans to teach it, three for each week. Each lesson plan is designed to be taught in 50 minutes. I will set up a period of time for each activity to be done; therefore, I will not

### The House on Mango Street Interdisciplinary unit

move on to the next activity until the students have the first one finished or understood the concepts. The materials, the instruction, and the contents are adjusted according to the students' needs and learning level.

Through this interdisciplinary unit I expect to improve the students' communicative language skills. Therefore, through the activities I expect to improve the students' reading, writing, listening, and speaking as well as their critical thinking and understanding. Furthermore, I expect to increase my students' knowledge and understanding about the issues regarding poverty and bring the students awareness about its impact on people's life/society. In addition, help them to be able to transmit their learning to their own real life.

## Rationale

Poverty is a social problem in Cape Verde that strongly affects Cape Verdean society and an issue about which Cape Verdean students have personal knowledge. Thus, integrating health education into the curriculum is crucial because having health and well-educated people can help to reduce inequalities in society, thus, contributing to the health and wealth of the population at large (Betakova 2005, pp. 184).

As a support material to teach this topic I will use some vignettes of the book *"The House on Mango Street"*. The book was written by Sandra Cisneros in 1984. Cisneros is a bilingual writer and a teacher. The book *"The House on Mango Street"* is a beautiful and poetic book broken into a series of vignettes and tells the story of Esperanza Cordero, who is Chicana (Mexican- American girl). It is a profound work of literature that can be both joyous and heartbreaking as reality central theme. The book is a very effective tool to teach reading (easy to read with easy vocabulary) and interpretation. Throughout the book the author addresses different topics of real life that are perfectly related to the Cape Verdean society, such as home, family, poverty, self-identity, and others. Therefore, it will be easy for the students to interpret the main concepts and adapt them to their real life. The vignettes that I selected to teach the topic poverty are: Vignette # 1-The House on Mango Street (pp. 3-5), Vignette # 2- Those who don't (pp. 28), Vignette # 3- "A Rice Sandwich" (pp. 43-45), and Vignette # 4- "Bums in the Attic" ( pp. 86-87). The students will have opportunity to read and interpret the vignettes and then apply their learning to real context.

## The House on Mango Street Interdisciplinary unit

The Song “Difference” by Shawn Desman will be another material that I will use to teach the topic. This song addresses poverty and it shows how it is important to make a difference in the world helping those who need help. It shows that there are a lot of people who complain that their life is hard just because they can’t go somewhere, or can’t buy expensive stuff while there are some who don’t even have money to afford a house, to buy a pair of shoes or food, and others are begging for money in the street. Through this song students will analyze how poverty is portrayed in this song and to interpret its effect in people’s life through the song and understand the importance of helping those in need. In addition, I will use this song to work with vocabulary, in order to improve students’ vocabulary knowledge.

The Poem, “The Shadow Inside My Shadow” by Eric Cockrell, addresses the issue of poverty and the objective of the author is to show that poverty is not something that people wish or dream for, but it does exist and it follows people through life. The students will analyze how poverty is portrayed in this poem and they will have the opportunity to give their own interpretation to the poem and express their thoughts about the author’s message.

In this unit in combination with the topic poverty other linguistic components will be taught such as: grammar (verb tenses: present simple and past tense), vocabulary, reading and comprehension, figures of style (simile, metaphor, personification, imagery) etc. This unit will be designed to complement the Personal Development teacher ideas, then we will decide together what to teach in both classes. The approaches that I will use to teach these lessons will be: scaffolding, read aloud, teaching vocabulary; inductive and deductive approach; pre-reading activities, group discussion, and brainstorming.



## The House on Mango Street Interdisciplinary unit

According to Peregoy and Boyle (2013) scaffolding is a good strategy that helps students learn from their mistakes and clears all doubt about certain concepts while mastering a skill. Read aloud is another strategy that the authors identify as being effective to students' learning because it enables teachers to offer texts with more challenging concepts that students can read independently, it helps ELL develop new vocabulary awareness, it stimulates imaginations and emotions; and models good reading processes, etc.

According to Peregoy and Boyle "exposure to new words, oral and written, in a variety of contexts across curriculum provides an important base for word learning." (p. 224). Successful vocabulary development ensures that students will develop metacognitive skills which will assist children in comprehending advanced texts requirements when they leave the learning to read phase and are expected to read to learn. In both inductive and deductive approach the students practice and apply the use of the grammatical structure. They help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students.

Pre-reading activities is another good strategy that Peregoy and Boyle identify as being effective. They motivate student's interest and build background knowledge on the topic of the text the students are to read. Also group discussion is very effective once it enhances student's learning and improves their weaknesses. Brainstorming is another effective approach once it encourages creative thinking, participation and generates enthusiasm.

## Curriculum and Instruction Organizer

**Educator Name:** Ernanina Fortes

**Date:** January 5<sup>th</sup>2015

**Unit Timeline:** 5weeks

**School Name:** Secondary School Jorge Barbosa**Grade Level:** 8<sup>th</sup> GradeLevel II

**Unit Name:** Cape Verdean Social Problem: Poverty

**Subject:** English Language Art and Personal Development

**Integrated Instructional Unit Content:** The topic will be taught in English class and it is integrated with Personal Development class.

**Student Audience:** This Interdisciplinary unit is designed for Secondary School students from Cape Verde, who are learning English as a Foreign Language. The classroom is composed of 25 learners who have been learning English for two years. These students are from a public educational institution called Jorge Barbosa, located in an urban area in São Vicente Island, Cape Verde. These students are in age between 13 and 14. The socioeconomic statuses of the students in this classroom are mixed, ranging from underprivileged to privileged classes. Those students are dynamic, willing to learn and have positive attitudes toward the English Language.

**Curriculum:** Interdisciplinary Curriculum

## The House on Mango Street Interdisciplinary unit

**Orientation:** Academic Rationalism (subject-centered content knowledge) & Development of Cognitive Processes (development of basic &/or subject- centered, skills-based)

**Principle/ Supplementary Focus:** Need of Subject (Subject- centered, skills based)

**Note:** A Subject-centered approach- is a way of teaching in which all the courses are intended to be about one particular subject or theme as opposed to a more inclusive approach. It consists of having students in classes for one subject at a time in blocks of time such as Mathematics for 50 minutes, Science for 50 minutes, etc. Skills based approach- is a methodology centered on the development of a skill and it consists of ensuring that a good amount of instructional time is dedicated to teaching students how to read, think, write, and speak in a discipline.

### **Key concepts / Essential questions:**

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

At the end of this unit I want my students to fully become aware of the effect of poverty on individual health and well-being and understand the significance of helping our own citizens living in poverty. This is a valid statement and a necessary building block for nurturing empathy in young people.

## The House on Mango Street Interdisciplinary unit

### **Resources:**

- website- <http://www.poverty.com/>
- Historical sources- Video “Extreme Poverty and Hunger” ([www.youtube.com/watch?v=xc2L2DkIK-w](http://www.youtube.com/watch?v=xc2L2DkIK-w))
- Related literature- The Poem “Peace or Poverty” by Sonali Shah

### **Learning goals/Standards addressed - Primary Framework, Strands and Appropriate Primary Learning Standards**

The learning goals will be based on the four macro skills: Listening, Reading, Writing and Speaking.

The student will:

- Listen carefully to the teacher’s instructions and colleagues’ responses.
- Identify different characteristics of poverty
- Identify the difference between need and want.
- Recognize the main ideas of the text and analyze them.
- Identify different viewpoints presented in the text.
- Identify causes and effects of poverty on a family’s ability to function.
- Write answers for particular questions about poverty and then share with their classmates.
- Write a short essay about poverty to report their personal reflection.

### The House on Mango Street Interdisciplinary unit

- Discuss in small groups his/her own point of view about the content taught.
- Understand vocabulary words regarding to poverty.
- Understand the use of figurative language.

### **Secondary Framework, Strands and Appropriate Primary Learning Standards (if any)**

For the Personal Development class, students will:

- Discuss features of poverty, its causes and the long term effects of Poverty.
- Watch a video about poverty in Africa and discuss it in class.
- Create a class video of their opinions on poverty discussing on how they think students their age can help.
- Present the video in a documentary style to the English class students during an assembly.
- Create a food bank to provide some food to students' relatives or neighbors who live in poverty.
- Design a poster campaign providing information on social issues that will be displayed in the hallways and classrooms or in the community.

## Frameworks

The activities designed on this unit interdisciplinary unit are based on the Cape Verdean Framework.

- The standards addressed in this framework to teach English as a Foreign Language are the four macro skills: Reading, Speaking, Writing, and Listening as well as the Grammar concept of the language. Through development of these skills it is expected that the students improve their communicative language proficiency.

### Interdisciplinary Unit Plan: EFL & Personal Development

Essential question/s:	Essential understandings (concepts)	Essential skills	Assessments
<p>How does poverty affect individual health and well-being?</p> <ul style="list-style-type: none"> <li>• What can be done to eradicate poverty?</li> </ul>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Definition and characteristics of Poverty</li> <li>• Causes of impoverishment</li> <li>• The effects of Poverty</li> <li>• Role for youth to help in solving the problem</li> <li>• The existence of other non-</li> </ul>	<p>Students will be able to use their language skills to:</p> <ul style="list-style-type: none"> <li>• Read, analyze and extract from the short stories ideas that relate to the main topic</li> <li>• Identify different characteristics of poverty,</li> <li>• Discuss the difference between the terms “need and want”,</li> <li>• Recognize the causes and</li> </ul>	<p>Students will be assessed based on:</p> <ul style="list-style-type: none"> <li>• Formative and Summative Assessment</li> <li>• Group and Pair Work,</li> <li>• Presentations,</li> <li>• Oral participation,</li> <li>• Class discussions</li> <li>• Writing</li> </ul>

## The House on Mango Street Interdisciplinary unit

		<p>profit organization that seek to alleviate the consequences of poverty</p> <ul style="list-style-type: none"> <li>• Grammar structure (Present simple and Past tense)</li> <li>• Acquire new vocabulary regarding to poverty</li> <li>• Figures of Style (simile, metaphor, personification, imagery)</li> <li>• Formal letter structure</li> </ul>		<p>effects of poverty on a family's ability to function,</p> <ul style="list-style-type: none"> <li>• Write answers for particular questions about poverty and then share with their classmates,</li> <li>• Demonstrate their understanding on the content taught through discussion</li> <li>• Make the connections between the issue of poverty and a role for youth to help in solving the problem,</li> <li>• Write and act out role plays, perform songs or write short speeches to inform their peers on what they are learning</li> </ul>		<p>Assignment (Essay and research paper, letter)</p>
<b>English</b>	<b>Activity:</b> Students will do a pre-test about poverty in which their prior	<b>Activity: (English)</b> Students will Reading aloud the 1 <sup>st</sup> vignette	<b>Activity: (Personal Development)</b> Students will watch a video	<b>Activity: (English) Listening</b> Students will listen to a	<b>Activity: (Personal Development)</b> Students will create a food	<b>Activity: (English)</b> Students will do a post-test about poverty

The House on Mango Street Interdisciplinary unit

<b>Personal Development</b>	knowledge will be tested	Students will summarize the vignette	about poverty in Africa and discuss it in class.	lyric in which they will identify features of poverty	bank to provide some food to students' relatives or neighbors who live in poverty	Students will conduct a research on statistics on poverty either around the world in greater depth or to find local statistics on poverty on their country. They will also research countries that are rich but have huge rate of poverty, its causes, and how it affects the population of that country.
	They will brainstorm as much information they know and share with class.	Students will identify the paragraph that addresses the main event and discuss it.	Students will create a class video of their opinions on poverty discussing on how they think students their age can help.	<b>Reading</b> Students will be assigned silent reading to identify vocabulary words they don't know in lyric	Students will design a poster campaign providing information on social issues that will be displayed in the hallways and classrooms or in the community	Students will choose between writing a letter to a non-profit organization (eg. UNICEF) to thank for the support they provide to FICASE in Cape Verde (a non-profit organization that supports students in CV) or to ask for support to a particular student who lives in poverty.
	Students will think about the images shown on television after a natural disaster	Students will answer questions to foster class discussion	Students will present the video in a documentary style to English class during an assembly	<b>Speaking</b> Students will discuss the lyric in pairs		
	Students will make a web chart of descriptive words related to poverty	Students will copy question to their notebook and answer them individually.		<b>Writing</b> Students will write a five paragraph essay to report their personal reflection of the lyric		
	Students will discuss (characteristics, causes and effects of poverty)	Students will learn the categories of figurative language				
	Students will discuss features of					



The House on Mango Street Interdisciplinary unit

	poverty, its causes and the long term effects of Poverty					
	<b>Time needed:</b> 1hour	<b>Time needed:</b> 1hour	<b>Time needed:</b> 1hour	<b>Time needed:</b> 1hour	<b>Time needed:</b> 1hour	<b>Time needed:</b> 1 hour
	<b>Resources needed:</b> Pre-test (Questionnaire) handout White board Marker	<b>Resources needed:</b> book White board and marker Notebook Vocabulary Handout Figurative language handout	<b>Resources needed:</b> Overhead projector, PC, Video Camera,	<b>Resources needed:</b> The book, radio, speakers, copies,	<b>Resources needed:</b> Food, plastic bags, flip chart, markers, brown paper, tapes, highlighters, glue,	<b>Resources needed:</b> Internet, articles, books, journals, envelop, computer, stamps,

**Calendar:** January 05<sup>th</sup>–February 6<sup>th</sup>, 2015

**Note:** I will design fifteen lesson plans once in Cape Verdean high school students have English three times per week.

Teaching Calendar							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
<b>4</b>	<b>5</b> (8:30- 9:20am) -Pre-test (questionnaire) about poverty -Brainstorming about poverty -Think about the images shown on television after a natural disaster -Definition of poverty -Make a web chart of descriptive words related to poverty (e.g., homeless, hungry, shelters, etc.) - Class discussion (characteristics, causes and effects of poverty)	<b>6</b>	<b>7</b> (10:40-11:30 am) -Reading aloud the 1 <sup>st</sup> vignette -Summarize the vignette -Identify the paragraph that addresses the main event and discussion -Answer questions to foster class discussion -Copy question to their notebook and answer them individually. - Introduce the categories of figurative language	<b>8</b>	<b>9</b> (11:40-12:30 pm) -Identify and highlight figurative languagespresent in the vignette. -Choose sentences from the first vignette that uses figurative languages -Use several figurativelanguages in writing about their attitudes towards poverty. -Complete a chart in the worksheet making a list of five “needs” for their survival and the five things they “want” in their life, ranking both lists in order of importance.	<b>10</b>	<b>January 2015</b>

The House on Mango Street Interdisciplinary unit

<b>11</b>	<b>12 8:30-9:20 am)</b> - Reading aloud the vignette “Those Who Don’t” - Writing down on notebook the main ideas of the vignette - Reflection on a sentence - Reading the lyric “ <i>Difference</i> ” silently identifying vocabulary words unknown - Write down the meaning of vocabulary words unknown. - Form groups and explain task for the final project	<b>13</b>	<b>14 (10:40 11:30 am)</b> - Formative Test -Notes taking of the features of poverty presented in the lyric -Discussion about the lyric -write a five paragraph essay to report their personal reflection of the lyric -Search sources to the final project	<b>15</b>	<b>16 (11:40-12:30 pm)</b> - Brainstorming -Reading aloud the vignette “A Rice Sandwich” - write down on their notebooks questions - Group discussion - Reflect on possible injustices and share it in pairs - Search some anti-poverty programs based in schools. - Evaluation of the sources to the final project	<b>17</b>	
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The House on Mango Street Interdisciplinary unit

<b>18</b>	<b>19</b> (8:30-9:20 am) - Brainstorm situations that call for a formal letter - Formal letter structure - Write down on notebook the example of formal letter structure - Write a formal letter to the principal based on the example and the vignette "A Rice Sandwich" - Drafting of the final project	<b>20</b>	<b>21</b> (10:40-11:30 am) - Reading aloud the vignette "Bums the Attic" - Brainstorming situation students have faced similar to Esperanza - Complete worksheet and discussion. - Grammar structure (present/past tense) - Filling gaps with the correct verb tense. - Write from the perspective of an adult Esperanza using the past and present tense	<b>22</b>	<b>23</b> (11:40-12:30) - Handout the poem about poverty " <i>The Shadow Inside My Shadow</i> " - Underline words unknown - Writing down meaning of words - summarize the poem - Revising the final project	<b>24</b>	
<b>25</b>	<b>26</b> (8:30-9:20 am) - Preparation to the Summative test - Editing of the final Project	<b>27</b>	<b>28</b> (11:40 am- 12:30 pm) - Summative Test	<b>29</b>	<b>30</b> (11:40am - 12:30 pm) - Final project presentation - Discussion and analyze of the students' presentation	<b>31</b>	

## The House on Mango Street Interdisciplinary unit

<b>1</b>	<b>2</b> (8:30-9:20 am) -Continuation of final project presentation and due date - Discussion and analyze of the students' presentation	<b>3</b>	<b>4</b> (11:40am-12:30pm) -Attend the Assembly about poverty presented by Personal Development class	<b>5</b>	<b>6</b> (11:40am-12:30pm) - Discussion about the Assembly they attended -Post test	<b>7</b>	<b>February 2015</b>
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**Description:** No Class schedule, Class schedule

Major Assessments	
1- Summative Assessment	Reading and interpretation and grammar activities to evaluate the students learning understanding of the content taught.
2- Conduct a research paper	In this assignment the students (group of 5) will conduct a research on statistics on poverty either around the world in greater depth or to find local statistics on poverty on their country. Also research one country on their choice that is rich but has a huge rate of poverty (e.g. Brazil or Angola), researching what are its natural resources, the causes of its poverty (e.g. corrupt government, lack of education) and how does poverty affect the population of that country.

## The House on Mango Street Interdisciplinary unit

3- writing a letter to a non-profit organization	In this assignment the students (group of 5) will write a letter to a non-profit organization (e.g. UNICEF) to thank for the support they provide to FICASE in Cape Verde (a non-profit organization that supports students from families with low income in CV) or asking for support to a particular student from your school who lives in poverty.
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### Interdisciplinary Project

- The Personal Development teacher and I designed an interdisciplinary activity.
- It is not included in the teaching calendar because it is an extra- curricular activity. Therefore, it will not be used as an assessment tool.
- Through the teaching of this content in the two subjects the students will collect a variety of information of how this issue is approached not only in Cape Verdean but also in the entire World.
- Thus, we the teachers support, the students from Personal Development class will create a class video of their opinions about poverty discussing on how they think students their age can help.
- Then, they will present the video in a documentary style to the eight grade students from the English class during an assembly.

## Week #1- Lesson plan 1

### Lesson Title:

- Introduction to Social Problem: Poverty

### Brief Overview of Lesson:

- Introduce the students to the topic social problem: Poverty.
- Pre-test students background about poverty through a questionnaire.
- Brainstorm about poverty and share with class.
- Think about the images shown on television after a natural disaster.
- Make a web chart of descriptive words related to poverty.
- Class discussion about poverty (causes, characteristics and effects)

### Essential Question:

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

### Content Objectives:

- Explore conceptual understanding of poverty
- Know and understand the characteristics and causes of impoverishment
- Make the connections between the issue of poverty and a role for youth to help in solving the problem
- Understand the impact/effects of poverty in people's life.

## The House on Mango Street Interdisciplinary unit

### Language Objectives:

- Actively participate in the class discussion using the language
- Brainstorm together concepts related social problems
- Share knowledge and present their point of view

### Supplementary Materials:

- Pre-test (Questionnaire) handout
- White board
- Marker

### Key Vocabulary:

- Poverty
- Social
- Society
- Homeless
- Hunger
- Shelter

### Grouping Options:

- Whole class activity



## The House on Mango Street Interdisciplinary unit

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• The topic (poverty) that will be taught is adapted to the Cape Verdean Society.</li><li>• The teacher will provide visual cues and pictures about poverty</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• The teacher will have students discussing possible acts that might cause impoverishment.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development.</li><li>• Students will brainstorm as many words as they know related to the topic taught (poverty).</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• Students will be assigned silent reading to answer the questionnaire.</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will carefully listen to the teacher instruction and colleagues' participation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• All the tasks involve writing (questionnaire handout, students notebook and white board)</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Students will interact with teachers and students during the class discussion.</li></ul>

### Comprehensible Input:

- Speech appropriate for students' proficiency levels
- Clear expectations of academic tasks
- Use of a variety of techniques to make content concepts clear.
- Differentiate instructions and activities according to students learning needs.

### Strategies:

- Brainstorming
- Use of visual aids
- Note taking
- Class discussion
- Appropriate language
- Cooperative work/learning

### Lesson Delivery Procedures:

**Activity #1: warm up** (5mn)– The teacher asks students to write in the middle of a blank page the word poverty. The teacher ask them to think of the images that come to mind when they think about poverty and make a web chart of descriptive words to describe it (e.g., homeless, hungry, shelters, etc.). In case students need additional direction, the teacher ask them to think about the images shown on television after a natural disaster like the 2004 tsunami, Hurricane Katrina or the earthquake in Haiti. Students share their ideas to the class.

**Activity#2: Information** (10 mn)- To introduce the topic the teacher explains and writes the formal definition of poverty on the blackboard. Poverty can be described as a person's inability to access the basic needs for survival. Then she explains the class that the topic was chosen to make students aware of its effects as it is experienced locally.

**Activity#3: Pre-test** (20 mn)- The teacher will hand out a questionnaire and will explain the students the issue that it addresses (poverty) and how they are supposed to fill it out. (see appendix 1)

**Activity#4: Practice** (15 mn) -The teacher asks students to form groups of 5 to discuss possible characteristics, causes and effects of poverty and then share it with the class.

## The House on Mango Street Interdisciplinary unit

### Accommodation:

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

### Review/Assessment:

- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. Students will be assessed based on their performance in the group and class participation.

### Homework:

- Students will be assigned to read the 1<sup>st</sup> vignette of the book "The House on Mango Street" at home, and identify vocabulary words unknown.

## Week # 1- Lesson plan 2

### Lesson Title:

- Reading and comprehension of the 1<sup>st</sup> vignette of the book "*The House on Mango Street*": Poverty/Figurative Language

### Brief Overview of Lesson:

- Reading silently the 1<sup>st</sup> vignette

## The House on Mango Street Interdisciplinary unit

- Summarize the vignette
- Identify the paragraph that addresses the main event and discussion
- Answer questions to foster class discussion
- Copy question to their notebook and answer them individually.
- Introduce the categories figurative language (personification, metaphor, simile, hyperbole, imagery)

### Essential Question:

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

### Content Objectives:

- Read, analyze and extract from the short story ideas that relate to the main topic.
- Write answers for particular questions about poverty and then share with their classmates
- Summarize the vignette and demonstrate through discussion understanding of the content taught.
- Understand the categories of figurative language

### Language Objectives:

- Read and understand the text
- Actively participate in the activities using the language
- Answer the questions regarding to the content taught.
- Use proper content vocabulary

### Supplementary Materials:

- The vignette
- White board and marker
- Notebook

## The House on Mango Street Interdisciplinary unit

- Vocabulary Handout
- Categories of figurative language handout

### Key Vocabulary:

- Neighborhood
- Moving
- Shame
- Disappointment
- Hope

### Grouping Options:

- Whole class discussion
- Pair work
- Individual work

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• The teacher and students together will look for evidences that show that Esperanza (main character) and her family lived in poverty.</li><li>• Use of Cape Verdean Creole as support language to explain concepts hard to comprehend.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development.</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• Students will be assigned silent reading to identify vocabulary unknown and analyze the sentence or paragraph that addresses the main ideas/event from the vignette.</li></ul>
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## The House on Mango Street Interdisciplinary unit

<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will carefully listen to the teacher instruction and colleagues' participation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Students will write down on their notebooks during the activities.</li><li>•</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Students will interact with the teacher and colleagues by discussing the content taught, the questions presented by the teacher and through oral participation during the activities.</li></ul>

### Comprehensible Input:

- Speech appropriate for students' proficiency levels.
- Clear expectations of academic tasks.
- Use of a variety of techniques to make content concepts clear.
- Differentiate instructions and activities according to students learning needs.

### Strategies:

- Appropriate language
- Reading and analyze of the vignette
- Class discussion
- Pair work
- Note taking

### Lesson Delivery Procedures:

**Activity #1: warm up**(5mn)–The teacher asks students to orally describe their house and neighborhood. If they have ever moved and how different is the new neighborhood from the new one?

**Activity #2: Information** (15mn)-The teacher read aloud the first vignette to the class, and then asks students to read it silently identifying the sentence or paragraph that addresses the main event of the vignette. Then to foster class discussion the teacher asks the following questions to the students: what are your first ideas when you read this vignette? What are some of the feelings do you think Esperanza is experiencing? Have you

ever been in a situation like this? Do you think this is a common situation in Cape Verde?

**Activity #3: Practice** (15 mn) - Students will briefly summarize the vignette and discuss in pairs how the concept of house is important for Esperanza. How does she feel about moving? Then they will share with the class their point of view.

**Activity #4: Application** (15mn) - The teacher asks students to copy the following question to their notebook and answer them individually:

- 1- Think about poverty in your immediate community/street and within your city. Do we have people living in poverty? How do we know?
- 2- What have been your direct experiences with poverty?
- 3- How do the media portray the conditions of poverty?
- 4- What assumptions do we often make about people living in poverty? Why do we make these assumptions? (i.e., consider stereotypes, biases, prejudices, and discriminating actions against people living in poverty).

**Figurative Language** (see appendix 3) - Is when you describe something by comparing it with something else.

- The teacher will provide a handout to each student that describe each type of figurative language and give an example of each.

#### Categories of Figurative Language

- Imagery- “I wandered lonely as a cloud”.
- Simile-“I am busy as bee”.
- Metaphor-“You are my sunshine”.
- Personification-“Opportunity knocked on the door”.
- Hyperbole-“You snore louder than a freight train”.

#### Accommodation:

- The material, instruction and content will be adjusted according to the students’ needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students’ English level and different way of acquiring and/or processing information.

#### Review/Assessment:

- The assessment tools are designed to evaluate the students’ literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

**Homework:**

- Students will be assigned to write down on their notebook five sentences using one of each figurative language categories.

**Week # 1- Lesson plan 3**

**Lesson Title:**

- Consolidation of Previous lesson: Poverty/ Categories of figurative language

**Brief Overview of Lesson:**

- Identify and highlight figurative languages present in the vignette.
- Choose sentences from the first vignette that uses figurative languages
- Use several figurative language categories in writing about their attitudes towards poverty.
- Complete a chart in the worksheet making a list of five “needs” for their survival and the five things they “want” in their life, ranking both lists in order of importance.

**Essential Question:**

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

**Content Objectives:**

- Demonstrate understanding of figurative language
- Identify figurative languages present in the vignette.



## The House on Mango Street Interdisciplinary unit

- Form sentences using figurative languages
- Use several figurative language categories in writing about their attitudes towards poverty
- Establish priorities, making a list of “needs” for their survival and the things they “want” in their life, ranking both lists in order of importance.

### Language Objectives:

- Actively participate in the activities using the language.
- Answer the questions regarding to the content taught.

### Supplementary Materials:

- The vignette
- White board and marker
- Notebook
- Categories of figurative language handout
- Worksheet (list of needs and want chart) handout

### Key Vocabulary:

- Neighborhood
- Moving
- Shame
- Disappointment
- Hope

### Grouping Options:

- Whole class Activity
- Individual work

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• Use of Cape Verdean Creole as support language to explain concepts hard to comprehend.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development.</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• Students will be assigned silent reading to identify figurative languages presented in the vignette.</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will carefully listen to the teacher instruction and colleagues' participation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Students will write down on their notebooks sentences making use of figurative languages during the activities.</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Students will interact with the teacher and colleagues through oral participation during the activities.</li></ul>

### Comprehensible Input:

- Speech appropriate for students' proficiency levels.
- Clear expectations of academic tasks.
- Use of a variety of techniques to make content concepts clear.
- Differentiate instructions and activities according to students learning needs.

### Strategies:

- Appropriate language
- Reading and analyze of the vignette
- Individual work

### Lesson Delivery Procedures:

**Activity #1: warm up** (5mn) – The teacher will continue teaching the previous lesson plan. Warm up their knowledge of what was studied last class. The teacher will begin the class saying the following sentence to the students: “My love for you is as endless as the sea”. Then she will ask the students what type of figurative language she made use of.

**Activity #2: Information** (10mn) - The teacher will explain that this lesson will be a continuation of the previous one and she will ask students to read the vignette silently and highlight examples of figurative language that are present in the vignette. After that the students will write them down on their notebook and then the teacher will ask them to use the white board to write the examples they found.

**Activity #3: Practice** (20mn) - The teacher will ask students to write an essay about their attitudes about poverty making use of figurative language they have learned. After that the teacher will ask some students to read their essay to the class.

**Activity #4: Application** (15mn) - The teacher will hand out a worksheet and students will be asked to complete a chart in the worksheet (see **appendix 4**). They will provide examples that students their age would consider common “wants.” Students will make a list of the top five “needs” for their survival and the top five things they “want” in their life, ranking both lists in order of importance. Then the students will read orally their list and explain the reason why they consider those needs and wants more important to them. The students will complete a chart like this:

Needs		Wants	
1.			
2.			
3.			
4.			
5.			

## The House on Mango Street Interdisciplinary unit

### Accommodation:

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

### Review/Assessment:

- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

### Homework:

- The students are assigned to read the vignette "Those Who Don't" and identify vocabulary words unknown.

## Week # 2- Lesson plan 1

### Lesson Title:

- Exploring vocabulary based on the vignette "*Those who don't*" and the Song "*Difference*": *Poverty*

### Brief Overview of Lesson:

- Reading aloud the vignette "Those Who Don't"
- Writing down on notebook the main ideas of the vignette
- Reflection on a sentence.
- Reading the lyric "*Difference*" silently identifying vocabulary words unknown
- Write down the meaning of vocabulary words unknown.
- Form groups and explain task for the final project

**Essential Question:**

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

**Content Objectives:**

- Read, analyze and extract from the vignette ideas that relate to the main topic.
- Recognize main ideas of the text.
- Identifying vocabulary words unknown.
- Write down the meaning of vocabulary words unknown.

**Language Objectives:**

- Read and understand the text
- Actively participate in the activities using the language
- Demonstrate competence in speaking and listening as tools for learning.
- Answer the questions regarding to the content taught.
- Use proper content vocabulary

**Supplementary Materials:**

- The book
- Lyric handout
- Vocabulary handout
- White board and marker
- Notebook
- Radio
- Speaker

## The House on Mango Street Interdisciplinary unit

### Key Vocabulary:

- Neighborhood
- Support
- Solidarity
- Generosity
- Compassion

### Grouping Options:

- Whole class activity
- Individual work

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• Use of Cape Verdean Creole as support language to explain concepts hard to comprehend.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development.</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• Students will be assigned silent reading to identify vocabulary words unknown.</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will carefully listen to the teacher instruction and colleagues' participation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• All the tasks involve writing (students notebook or blackboard)</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Students will interact with the teacher and colleagues through oral participation during the activities.</li></ul>

### Comprehensible Input:

- Speech appropriate for students' proficiency levels.
- Clear expectations of academic tasks.
- Use of a variety of techniques to make content concepts clear.
- Differentiate instructions and activities according to students learning needs.

### Strategies:

- Appropriate language
- Note taking
- Individual work

### Lesson Delivery Procedures:

**Activity #1: Warm Up** (5 mn)-The teacher will ask students the following questions: Do you like your neighborhood? Do you feel safe living there? Do people feel safe to go there? Why?

**Activity #2: Information**(15 mn)– As students have been assigned to read the vignette before class the teacher will ask them to write down on their notebook what were the main ideas of the vignette “Those Who Don’t” and also reflect on the sentence: “All brown all around, we are safe.” What does Esperanza mean? How does she feel about going into a neighborhood of another color? Then, they will share it to the class.

**Activity #3: Practice** (30mn) –

**Step 1-** The teacher will handout the lyric andthe students will have some time to read the lyric silently and identify words they don’t know (**see appendix 5 and 6**). After the reading the students look up in the dictionarythe words they don’t know and the teacher will write the meaning of some others words that students might don’t know on the blackboard (e.g. brand, afraid, lend, ain’t, gotta,) and students will copy them to their notebook. The professor will read the lyric aloud for the class and ask them to note things along the way that they think are important or that stick out to them.Once they are done, as a way to practice their listening and speaking the teacher play the song once again and ask the whole classto follow it and sing it all together.

**Step 2-** The teacher will ask students to form groups of 5 and she will hand out the requirements for the final writing assignment (**see appendix 7**). Then each group will choose from the handout the project that they are going to work on, and then the teacher will explain the task of each group

## The House on Mango Street Interdisciplinary unit

for the final project.

### Accommodation:

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

### Review/Assessment:

- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

### Homework:

- Students will be assigned to revise vocabulary words and figurative language they have learned so far.

## Week # 2- Lesson plan 2

### Lesson Title:

- Consolidation of the previous lesson: Poverty/Formative Test

### Brief Overview of Lesson:

- Formative Test
- Notes taking of the features of poverty presented in the lyric
- Discussion about the lyric
- Write a five paragraph essay to report personal reflection of the lyric
- Search sources to the final project



## The House on Mango Street Interdisciplinary unit

### Essential Question:

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

### Content Objectives:

- Identify features of poverty presented in the lyric
- Discuss about the content taught
- Answer questions about lyric
- Write personal reflection about the lyric

### Language Objectives:

- Actively participate in the activities using the language
- Answer the questions regarding to the content taught.
- Use proper content vocabulary

### Supplementary Materials:

- White board and marker
- Notebook
- Lyric handout

### Key Vocabulary:

- Support
- Solidarity

## The House on Mango Street Interdisciplinary unit

- Generosity
- Compassion

### Grouping Options:

- Whole class activity
- Individual work

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• Use of Cape Verdean Creole as support language to explain concepts hard to comprehend.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development.</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• Students will be assigned silent reading to identify features of poverty presented in the lyric</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will carefully listen to the teacher instruction and colleagues' participation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Students will be assigned to take notes of the features of poverty presented in the lyric</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Students will interact with the teacher and colleagues through oral participation during the activities</li></ul>

### Comprehensible Input:

- Speech appropriate for students' proficiency levels.

## The House on Mango Street Interdisciplinary unit

- Clear expectations of academic tasks.
- Use of a variety of techniques to make content concepts clear.
- Differentiate instructions and activities according to students learning needs.

### Strategies:

- Appropriate language
- Note taking
- Critical thinking
- Class discussion

### Lesson Delivery Procedures:

**Activity #1: Warm Up**(5 mn)-The teacher will continue teaching the previous lesson plan. Warm up their knowledge of what was studied last class.The teacher will ask the students if they liked the lyric and which images the lyric brings to their mind.

**Activity #2: Information** (10 mn)–The teacher will ask students to read the lyric silently once again. Then she will play the lyric once again and ask students to listen to it carefully and taking notes of the features of poverty presented in the lyric and how it makes them feel.

**Activity #3: Practice** (35mn) - **Step 1** – Students will discuss the following questions: What does the song title mean, and how does it relate to the song lyrics? If you could come up with an alternate title for this song, what would it be? Why? What is the songwriter trying to tell you? What do you think he was feeling when he wrote this song? Do you agree or disagree with what he is saying? Why?

**Step 2-** Students will write a five paragraph essay to report their personal reflection of the lyric. Did you like the lyric? What was your first impression? How did this song make you feel? Did you feel that it was expressing feelings that are similar to your own? What did you learn from it?

**Step 3-** Students will make a quiz (Formative Assessment) with vocabulary words and figurative languages they have learned (**see appendix 8 and 9**).

## The House on Mango Street Interdisciplinary unit

### Accommodation:

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

### Review/Assessment:

- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

### Homework:

- Students will be assigned to read the vignette "A Rice Sandwich" and underline vocabulary words unknown.
- 

## Week # 2- Lesson plan 3

### Lesson Title:

- Reading and Comprehension of the vignette "A Rice Sandwich": Poverty

### Brief Overview of Lesson:

- Brainstorming
- Reading aloud the vignette "A Rice Sandwich"

## The House on Mango Street Interdisciplinary unit

- write down on their notebooks questions
- Group discussion
- Reflect on possible injustices and share it in pairs
- Search some anti-poverty programs based in schools.
- Evaluation of the sources to the final project

### Essential Question:

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

### Content Objectives:

- Read, analyze and extract from the vignette ideas that relate to the main topic.
- Recognize main ideas of the text.
- Write answers for particular questions about the text
- Demonstrate through discussion understanding of the content taught

### Language Objectives:

- Actively participate in the activities using the language
- Answer the questions regarding to the content taught.
- Use proper content vocabulary

### Supplementary Materials:

- The book
- White board and marker
- Notebook

## The House on Mango Street Interdisciplinary unit

### Key Vocabulary:

- Expectation
- Injustice
- Discrimination
- Insensitiveness
- Abasement

### Grouping Options:

- Individual work
- Group Activity

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• Use of Cape Verdean Creole as support language to explain concepts hard to comprehend.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development.</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• Students will be assigned silent reading to understand the vignette</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will carefully listen to the teacher instruction and colleagues' participation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Students will be assigned to write down on their notebooks questions about the vignette</li></ul>

## The House on Mango Street Interdisciplinary unit

### Speaking

- All the activities involve oral communication/ Students will be involved in class discussion.

### Comprehensible Input:

- Speech appropriate for students' proficiency levels.
- Clear expectations of academic tasks.
- Use of a variety of techniques to make content concepts clear.
- Differentiate instructions and activities according to students learning needs.

### Strategies:

- Brainstorming
- Appropriate Language
- Cooperative learning
- Note taking

### Lesson Delivery Procedures:

**Activity #1: Warm Up**(10 mn) – The teacher will ask students to think about a time something they were excited about didn't turn out as expected. The teacher will give them some minutes to jot down what happen. They can write it in a paragraph form, use a cluster, list ideas, etc. then they will share their ideas with the class.

**Activity #2: Information** (15 mn) – As students have assigned to read the vignette before class the students will be assigned to write down on their notebooks the following questions. After that the students will answer them and then form groups to discuss them:

- Describe the major conflict in the story and why it occurred.
- Describe how the conflict affected Esperanza.
- Describe the climax or the turning point of the story.
- Describe the outcome, or resolution and Esperanza was affected.

**Activity #3: Practice(25mn) –**

**Step 1-** The teacher will give students some time to think about what are some possible injustices they or other people may experience if they live in poverty. And then share it with their pairs.

**Step 2-** The teacher and students will work together in which they will evaluate the sources they have already found to work on their final project.

**Accommodation:**

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

**Review/Assessment:**

- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

**Homework:**

- The students will be assigned to search some anti-poverty programs based in schools and bring notes to the class. and
- The students will be assigned to look for a sample of a formal letter on internet and bring it to the next class.



## Week # 3- Lesson plan 1

### Lesson Title:

- Consolidation of the previous lesson: Poverty/ Formal Letter Structure

### Brief Overview of Lesson:

- Ask students which situations call for a Formal letter
- Brainstorm difference between informal and formal letter
- Formal letter structure
- Write down on notebook the example of formal letter structure
- Write a formal letter to the principal based on the example and the vignette “A Rice Sandwich”
- Drafting of the final project

### Essential Question:

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

### Content Objectives:

- Identify situations that call for informal and formal letter
- Recognize the difference between informal and formal letter
- Understand the structure of a formal letter
- Recognize the proper style for and writing a formal letter
- Be able to write a formal letter

## The House on Mango Street Interdisciplinary unit

### Language Objectives:

- Accurately write in English language.
- Practice and demonstrate their writing skills in the paper

### Supplementary Materials:

- White board and marker
- Note book
- Pen or pencil
- Envelope
- Lined Paper

### Key Vocabulary:

- Formal
- Sender
- address
- Salutation
- closing

### Grouping Options:

- Individual work
- Whole class Activity

## The House on Mango Street Interdisciplinary unit

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• Students and teacher will work together to identify differences between informal and formal letter</li><li>• Use of Cape Verdean Creole as support language to explain concepts hard to comprehend.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development.</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• This lesson involves reading once students will be assigned to read their letters to the class</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will carefully listen to the teacher instruction and colleagues' participation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Students will be assigned to write down a formal letter to the principal based on the example and the vignette "A Rice Sandwich"</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Oral communication will be used in this lesson</li></ul>

### Comprehensible Input:

<ul style="list-style-type: none"><li>• Speech appropriate for students' proficiency levels.</li><li>• Clear expectations of academic tasks.</li><li>• Use of a variety of techniques to make content concepts clear.</li><li>• Differentiate instructions and activities according to students learning needs.</li></ul>
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### Strategies:

<ul style="list-style-type: none"><li>• Brainstorming</li><li>• Appropriate Language</li></ul>
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- Cooperative learning
- Note taking

### Lesson Delivery Procedures:

**Activity #1: Warm Up** (5mn) – The teacher will ask students what they know about formal and informal letter and which situation call for both.

**Activity #2: Information** (10mn)- The teacher will have students brainstorm on the differences between formal and informal letters in their native language. Once they have discussed the various differences between the two styles, the teacher will introduce the topic Formal letterby explaining its meaning and by writing down on the blackboard its structure. After that she will ask them to write it down on their notebook. Then the teacher will handout a sample business letter to students and will use the example to identify the different parts of the formal letter.

**Formal Letter-** is a letter written to a business, college, or any professional that is not considered friends or family. (See appendix 10)

#### Formal Letter Structure

- **Inside Addresses:** your address and the Address of the person you are writing to.
- **Date:** e.g. April 3<sup>rd</sup>, 2014
- **Salutation & Greeting:** Dear Sirs, Dear Mr Jones
- **Main Body:** states the points that you want to make.
- **Concluding:** Yours faithfully, yours sincerely, Your signature

**Activity #3: Practice** (10mn) -In order to understand how much students know about writing formal letters the students will be assigned to read and answer the following statements identifying if they are true or false.

1. When the letter starts *Dear sir* we end it with *Yours sincerely*.
2. *Ms* is the title used for a married woman.
3. *Master* is the title used for a man.
4. If you are writing a formal letter, it is not a good idea to use contractions
5. You can end a letter to someone you know with *Best wishes*
6. The first paragraph of the letter should explain your reason for writing.
7. You should start a new paragraph for each sentence.
8. You should leave a space between each paragraph.

## The House on Mango Street Interdisciplinary unit

**Activity #4: Application** (25mn) – **Step 1**-The teacher will have students to write a formal letter to the principal of Esperanza's school asking her to allow Esperanza to eat in the school canteen pretending that they are Esperanza's parents based on the structure example and then read their letter to the class.

**Step 2** – The groups of students will be assigned to start making a draft of their final project.

### Accommodation:

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

### Review/Assessment:

- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

### Homework:

- Students will be assigned to read the vignette "Bums the Attic"

## Week # 3- Lesson plan 2

### Lesson Title:

- Reading and Comprehension of the vignette "Bums the Attic": Poverty/ Linguistic component- Grammar aspects (Simple Present and Past Simple Tense)

### **Brief Overview of Lesson:**

- Reading aloud the vignette “Bums the Attic”
- Brainstorming situation students have faced similar to Esperanza
- Summarize the vignette and discuss about it.
- Complete worksheet about the effects of poverty.
- Grammar structure (simple present/past simple tense)
- Filling gaps with the correct verb tense.
- Write from the perspective of an adult Esperanza using the past and present tense.

### **Essential Question:**

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

### **Content Objectives:**

- Read, analyze and extract from the short story ideas that relate to the main topic.
- Summarize the vignette and demonstrate through discussion understanding of the content taught
- Understand the use of simple present and past simple tense
- Fill gaps with the correct verb tense

### **Language Objectives:**

- Actively participate in the activities using the language
- Answer the questions regarding to the content taught.
- Use proper content vocabulary

### **Supplementary Materials:**

## The House on Mango Street Interdisciplinary unit

- The book
- White board and marker
- Notebook
- Worksheet of the effects of poverty

### Key Vocabulary:

- Embarrassment
- Determination
- Faith
- Humility

### Grouping Options:

- Pair work
- Whole class activity
- Individual work

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• Students and teacher will work together to identify effects of poverty</li><li>• Use of Cape Verdean Creole as support language to explain concepts hard to comprehend.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development.</li></ul>

## The House on Mango Street Interdisciplinary unit

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>This lesson involves reading once students will be assigned to read the vignette and their letter</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>Students will carefully listen to the teacher instruction and colleagues' participation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>All the tasks involve writing (students notebook or blackboard)</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>All the activities involve oral communication/ Students will be involved in class discussion.</li></ul>

### Comprehensible Input:

- Speech appropriate for students' proficiency levels.
- Clear expectations of academic tasks.
- Use of a variety of techniques to make content concepts clear.
- Differentiate instructions and activities according to students learning needs.

### Strategies:

- Brainstorming
- Appropriate Language
- Class discussion
- Note taking
- Class engagement

### Lesson Delivery Procedures:

**Activity #1: Warm up** (5mn) - The teacher will ask the student to recall and tell some situations that they have felt embarrassed. Why did they feel embarrassed? What/ mention are some common situations that usually make teenagers or young adults embarrassed?

**Activity #2: Information** (10mn)–To introduce the use of Simple present and Past Simple tense the teacher will write on the white/blackboard the following sentences:



1. I like my students.
2. I loved the way you interacted last class.

Through these two sentences the teacher will explain the use of present and past simple tense and write it down on the white board (see appendix 11). After that the students will be asked to copy it to their notebooks.

### Present simple

**Present Simple is used to:**

- **Talk about a permanent situation or sth that is always true.** For example: Hi lives in Spain.
- **Talk about things that happen regularly.** For example: She leaves for school at 8 o'clock.

### Past simple

**Past Simple is used to:**

- **Talk about an action that took place in the past.** For example: He got up, paid the bill and left.
- **Talk about a state that continued for some time, but that is now finished.** For example: I went to school in France.
- **Talk about actions that happened regularly I the past.** For example: I often played tennis with her.

	<b>Present Simple</b>	<b>Past Simple</b>
<b>Affirmative</b>	I want a house on a hill like the ones with the gardens where papa works.	I wanted a house on a hill like the ones with the gardens where papa works.
<b>Negative</b>	I don't want a house on a hill like the ones with the gardens where papa works.	I didn't want a house on a hill like the ones with the gardens where papa works.
<b>Interrogative</b>	Do you want a house on a hill like the ones with the gardens where papa works?	Did you want a house on a hill like the ones with the gardens where papa works?

**Activity #3: Practice (25 mn)–**

**Step 1-** As students have already read the vignette “Bums in the Attic” before class, the teacher will ask students to summarize it and discuss the Esperanza’s feeling of shame of her family low income. Students will discuss the following questions: why was Esperanza ashamed of her house? Is

## The House on Mango Street Interdisciplinary unit

she envy of her neighbor's living style? Why? Does Esperanza's ambition affect her relationship with her family? In this vignette Esperanza states that once she owns her own house, she will not forget where she came from and that when passing bums ask if they can come in, she will offer them the attic and ask them to stay. Will she really do this? Or once she has a nice house away from Mango Street will she forget her past?

**Step 2** -The teacher will give students a worksheet: on effects of poverty and students will be asked to form pairs and with a partner to complete the chart (**See appendix 14**). Then the students will discuss the following questions: Describe the long-term effects of poverty (e.g., what might happen to a family if they lived in conditions of poverty for years? Do you think we, as a society, are doing enough to help people living in poverty? Who should help (i.e., how many different groups have a responsibility to help)? How many people do you think live in conditions of poverty in your country?

**Step 3** –The teacher will write sentences on the board and students are supposed to fill in the gaps with the correct verbal tense (**See appendix 12 and 13**).

**Activity #4: Application** (10mn) - The students will be asked to write from the perspective of an adult Esperanza using the past and present tense to describe how she used to feel about poverty as a child, and how she feels now using the present.

### Accommodation:

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

### Review/Assessment:

- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

**Homework:**

- Students will be assigned to write down in a separate sheet of paper five sentences using present simple and past simple and bring it to the next class.

**Week # 3- Lesson plan 3**

**Lesson Title:**

- Reading and interpretation of the poem “*The Shadow Inside My Shadow*”:Poverty

**Brief Overview of Lesson:**

- Handout the poem about poverty “*The Shadow Inside My Shadow*”
- Underline words unknown
- Writing down meaning of words
- summarize the poem
- Revising the final project

**Essential Question:**

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

## The House on Mango Street Interdisciplinary unit

### Content Objectives:

- Read analyze and extract from the poem ideas that relate to the main topic.
- Recognize main ideas of the poem
- Understand the meaning the poem carries
- Summarize the poem
- Recognize vocabulary words related to the content taught

### Language Objectives:

- Actively participate in the activities using the language
- Answer the questions regarding to the content taught.
- Use proper content vocabulary

### Supplementary Materials:

- White board and marker
- Notebook
- Poem handout

### Key Vocabulary:

- Homeless
- Solidarity
- Generosity
- Compassion

### Grouping Options:

- Whole class activity
- Individual work

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"> <li>• Students and teacher will work together to identify the main idea the poem portrays and the aim of the authors while writing the poem.</li> <li>• Use of Cape Verdean Creole as support language to explain concepts hard to comprehend.</li> </ul>
<b>Links to Background</b>	<ul style="list-style-type: none"> <li>• Connect to previous reading sources that address similar issue.</li> </ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"> <li>• Connect to other subject that addresses the same issue such as Personal Development.</li> </ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"> <li>• This lesson involves reading once students will be assigned to read the poem.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Students will carefully listen to the teacher instruction and colleagues' participation.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Students will be assigned to write down on their notebook a summary of the poem</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Oral communication will be used in this lesson</li> </ul>

### Comprehensible Input:

- Speech appropriate for students' proficiency levels.
- Clear expectations of academic tasks.
- Use of a variety of techniques to make content concepts clear.
- Differentiate instructions and activities according to students learning needs.

### Strategies:

- Reading silently
- Appropriate Language
- Summarizing and note taking
- Class Discussion
- Engagement

### Lesson Delivery Procedures:

**Activity #1: Warm up** (5mn) – The teacher will write down on the white board the word poetry and will have students brainstorming as many words as they can that are related to poetry.

**Activity #2: Information** (5mn) –The teacher will explain the students that the author of the poem “*The Shadow Inside My Shadow*” is called Eric Cockrell and then provide some information about his biography.

Eric Cockrell is a 58 years old man who has been writing poetry for over 40 years. He had a troubled youth and was a drug addict, but he survived it all. He has worked a variety of jobs. He was a member of the North Carolina Writer's Roundtable for a while and he writes poetry, songs, political and spiritual commentaries. He is a Buddhist and a gnostic Christian and asocialist by political nature. He believes most of all that compassion is the one true path.

**Activity #3: Practice** (10mn)–The teacher will handout the poem to the students “*The Shadow Inside My Shadow*” by Eric Cockrell (**See Appendix 15**) and students will be assigned to read it silently, underline words they do know and they may annotate as they read if they’d like. I will then read the poem once aloud. Again, students can annotate during the second reading of the poem. After that the teacher will write on the black board the meaning of some words students may not understand. Then, the students will be assigned to write down on their notebook a brief summary about the poem and also explain what they understand about it. After that the teacher will choose some students to read their summary and briefly explain to their colleagues what they understand about the poem.

**Activity #4: Application** (30mn) – **Step 1-** The students will be assigned to form groups of five and discuss the following questions: What were their first impressions while reading the poem? How did the poem make you feel? What was the aim of the author while writing the poem? What did they learned from it? After that each group will choose a student from the group to share their answer.

## The House on Mango Street Interdisciplinary unit

**Step 2-** The students will be assigned to create a short poem about poverty. After that each students will read their poem to the class.

**Step 3-** The students will be assigned to revise the final project.

### Accommodation:

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

### Review/Assessment:

- Review of lesson will touch upon the use of figurative language.
- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

### Homework:

- Students will be assigned to search poverty portrayed in different sources (pictures, magazines, newspaper, advertisements, poems, music lyrics, sayings, speech, and others) and to bring them to the class. They are supposed to bring as much as material they can.

## Week # 4- Lesson plan 1

### Lesson Title:

- Revision and preparation to the Summative Assessment: Poverty

### **Brief Overview of Lesson:**

- This lesson is designed to the preparation to the Summative test (review of figurative language, structure of a formal letter and present simple and past simple tense)
- Editing of the final Project

### **Essential Question:**

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

### **Content Objectives:**

- Revise what they have learned
- Demonstrate understanding of the content taught

### **Language Objectives:**

- Actively participate in the activities using the language
- Answer the questions regarding to the content taught.

### **Supplementary Materials:**

- White board and marker
- Notebook and pencil

### **Key Vocabulary:**

- Low income
- Charity



## The House on Mango Street Interdisciplinary unit

- Generosity

### Grouping Options:

- Whole class activity

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• Use of Cape Verdean Creole as support language to explain concepts hard to comprehend.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• The teacher will have students to explain what they have learned about the structure of formal letter, types of figurative language, and use of present and past simple tense</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Use the exercises they have done in previous lessons as support/example to help them to solve the activities.</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• All the activities involve reading once students are assigned to read the activities before answering them.</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will carefully listen to the teacher instruction and colleagues' participation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• All the tasks involve writing (students notebook or blackboard)</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• All the activities involve oral communication</li></ul>

### Comprehensible Input:

- Speech appropriate for students' proficiency levels.
- Clear expectations of academic tasks.
- Use of a variety of techniques to make content concepts clear.
- Differentiate instructions and activities according to students learning needs.

### Strategies:

- Revision
- Practice

### Lesson Delivery Procedures:

**Activity #1: Motivation (5mn)** – Teacher will ask the students the following questions: How are you today? Did you studied for the test? Do you have doubts?

**Activity #2: Information (5mn)** – Remind the students the structure of a formal letter

- **Inside Addresses:** your address and the Address of the person you are writing to.
- **Date:** e.g. April 3<sup>rd</sup>, 2014
- **Salutation & Greeting:** Dear Sirs, Dear Mrs.Flores, Dear Mr. Glover
- **Main Body:** states the points that you want to make.
- **Concluding:** Yours faithfully, yours sincerely, Your signature

**Activity #3: Practice (15mn)** –

**Step 1-** Identify what type of figurative language is used in each sentence.

1. My little sister is a monster when she hasn't had a nap
2. Her face is like a sunbeam
3. The tropical storm slept for two days

## The House on Mango Street Interdisciplinary unit

4. I had so much homework; I needed a pickup truck to carry all my books home.
5. Fluttering and dancing in the breeze
6. You are my sunshine.
7. Opportunity knocked on the door.
8. You snore louder than a freight train.

**Step 2-** Match the words in the column A to their appropriate meaning in the column B.

A	B
1. Lasting	An area outside a building, usually with a hard surface and a surrounding wall.
2. Yard	A person or company from whom you rent a room, a house, an office, etc.
3. Landlord	To hit something in a way that makes a loud noise.
4. Banging	Lasting or intended to lasting only for a short time.
5. Elms	To cover a window, door, etc. with wooden board.
6. Boarded up	A tall tree with broad leaves.
7. Realize	To understand or become aware of fact or situation.

### Activity #4: Application (25 mn)–

**Step 1-** Fill the blanks with the correct verb tense (present simple/past simple tense).

1. I \_\_\_\_\_ (to play) tennis yesterday but I \_\_\_\_\_ (not to win).
2. Mary \_\_\_\_\_ (to help) her mother to take care of her youngest brother.
3. Kevin \_\_\_\_\_ (to fail) the exam last week.
4. Alison and Kathie \_\_\_\_\_ (to be) friends since high school.
5. Last year Steve \_\_\_\_\_ (to be) the best basketball player of his school.

## The House on Mango Street Interdisciplinary unit

6. She \_\_\_\_\_ (not to go) to work yesterday because she \_\_\_\_\_ (not to feel) well.
7. My brother \_\_\_\_\_ (not to go) by bus, she \_\_\_\_\_ (to go) on foot.
8. Lucy \_\_\_\_\_ (to speak) Portuguese but she \_\_\_\_\_ (not to understand) Spanish.

**Step 2** –Students will be assigned to start editing their final project.

### Accommodation:

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

### Review/Assessment:

- Review of the lesson will touch upon the use of figurative language, formal letter structure, vocabulary words and verb tense (present simple and past simple).
- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

### Homework:

- Students will be assigned to practice the exercises they have done in the class at home.

## Week # 4- Lesson plan 2

### Lesson Title:

- Summative Assessment

### Brief Overview of Lesson:

- This lesson is designed to assess students' knowledge of the content taught (categories of figurative language, structure of formal letter, vocabulary words and verb tense: present simple and past simple).

### Essential Question:

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

### Content Objectives:

- Read and interpret the text.
- Answer questions related to the content taught
- Demonstrate through writing understanding of the content taught

### Language Objectives:

- Read and understand the text
- Answer the questions regarding to the content taught
- Use proper content vocabulary

**Supplementary Materials:**

- Summative assessment hand out
- Pen
- A sheet of lined paper

**Note: (See Appendix 17 and 18)**

**Week # 4- Lesson plan 3**

**Lesson Title:**

- Final project presentation: Poverty

**Brief Overview of Lesson:**

- This lesson is designed to the presentation of the group work and discussion and analyze of the students' presentation.

**Essential Question:**

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

**Content Objectives:**

- Know and understand poverty in various perspectives.
- Know and understand how poverty is portrait throughout the world and in CV society.
- Know and understand the causes and the impact of poverty in people's lives.
- Know and understand the importance of helping people who need support

## The House on Mango Street Interdisciplinary unit

### Language Objectives:

- Present their paper using the language proficiently
- Actively and meaningfully participate in the class discussions about the presentations using the language

### Supplementary Materials:

- overhead projector
- white board and marker
- worksheet (for the students evaluate their colleagues presentation )
- notebook/ pencils/ crayons (to take additional notes)

### Key Vocabulary:

- Poverty
- Corruption
- Inequality
- Neglect

### Grouping Options:

- group working (5 students each group)

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• The content of the presentation will be adapted to the students' real life situation.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development</li></ul>

## The House on Mango Street Interdisciplinary unit

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• The presentation involves reading of the written paper.</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will carefully listen to the teacher instruction and colleagues' presentation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• . The projects (research paper/letter) involve writing (students should report their finding in writing format )</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• The projects should be presented orally</li></ul>

### Comprehensible Input:

- The use of appropriate speech for students' proficiency levels
- Clear explanation of procedure required to present the paper
- Use of a variety of techniques to make content/ concepts clear and comprehensible.

### Strategies:

- Cooperative work
- Integration skills
- Critical Thinking



### Lesson Delivery Procedures:

**Activity #1: Motivation** (10 mn) - The teacher will give students some time to share their knowledge about their understanding of the content that is being taught. What did they learn? What they did not learn and would like to know? How did the content contribute to change their attitude/ behavior about poverty and people living in poverty?

**Activity #2: Information** (5 mn ) - The teacher will explain/ guide the students through the presentation.

**Activity #3: Practice** (35 mn) – The teacher will deliver a sheet of paper to each student to evaluate and analyze their colleagues’ presentation. They will range their colleagues’ work from 2-weak, 3- good, 4- Very Good, 5- excellent. The categories that they will evaluate the groups are: content/ oral presentation/ creativity. The name of the participants for the best work will be posted in the honored wall.

**Note:** The presentation will be extended to the next class.

### Accommodation:

- The material, instruction and content will be adjusted according to the students’ needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students’ English level and different way of acquiring and/or processing information.

### Review/Assessment:

- The assessment tools are designed to evaluate the students’ literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

### Homework:

- Students will be assigned to write a personal reflection about the groups’ presentation and bring it to the class.

## Week # 5- Lesson plan 1

### Lesson Title:

- Continuation of previous lesson: Final project presentation: Poverty

### Brief Overview of Lesson:

- This lesson is designed to continue the presentation of the group work and discussion and analyze of the students' presentation.

### Essential Question:

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

### Content Objectives:

- Know and understand poverty in various perspectives.
- Know and understand how poverty is portrayed throughout the world and in CV society.
- Know and understand the causes and the impact of poverty in people's lives.
- Know and understand the importance of helping people who need support

### Language Objectives:

- Present their paper using the language proficiently
- Actively and meaningfully participate in the class discussions about the presentations using the language

### Supplementary Materials:

- overhead projector

## The House on Mango Street Interdisciplinary unit

- white board and marker
- worksheet (for the students evaluate their colleagues presentation )
- notebook/ pencils/ crayons (to take additional notes)

### Key Vocabulary:

- corruption
- lack of education
- neglect
- poor governance
- poor infrastructure
- conflicts

### Grouping Options:

- group working (5 students each group)

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• The content of the presentation will be adapted to the students' real life situation.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• The presentation involves reading of the written paper.</li></ul>
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## The House on Mango Street Interdisciplinary unit

<b>Listening</b>	<ul style="list-style-type: none"><li>Students will carefully listen to the teacher instruction and colleagues' presentation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>The projects (research paper/letter) involve writing (students should report their finding in writing format )</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>The projects should be presented orally</li></ul>

### Comprehensible Input:

- The use of appropriate speech for students' proficiency levels
- Clear explanation of procedure required to present the paper
- Use of a variety of techniques to make content/ concepts clear and comprehensible.

### Strategies:

- Cooperative work
- Critical Thinking

### Lesson Delivery Procedures:

**Activity #1: Motivation** (10mn) – The teacher will continue teaching the previous lesson plan. Warm up their knowledge of what was studied last class. Then the teacher will ask students to list countries that are rich but have a huge rate of poverty.

**Activity #2: Information** (10mn) – After the group presentation the teacher will stress the information given by the group: causes and effects of poverty in countries even rich or poor. The teacher will also reinforce/explain key concepts like: corruption, lack of education, neglect, poor governance, poor infrastructure, conflicts. The teacher will also provide additional information such as institutions in Cape Verde that supports people who live in poverty.

**Activity #3: Practice** (30 mn) -

**Step 1-** The teacher will deliver a sheet of paper to each student to evaluate and analyze their colleagues' presentation. They will range their colleagues' work from 2-weak, 3- good, 4- Very Good, 5- excellent. The categories that they will evaluate the groups are: content/ oral presentation/ creativity. The name of the participants for the best work will be posted in the honored wall and the best presentation and idea are

## The House on Mango Street Interdisciplinary unit

chosen to go forward to be presented at the assembly.

**Step 2-** The teacher will ask each group to explain orally: what they learned through their project? How did the project contribute to upgrade your knowledge about poverty? What can you do to help to alleviate poverty in your community? What preconceived ideas did you have about poverty/people living in poverty? To what point this project contributed to change your attitude or behavior about poverty?

### Accommodation:

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

### Review/Assessment:

- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

### Homework:

- The students will be assigned to write possible questions they might want to ask after the assembly.

## Week # 5- Lesson plan 2

### Lesson Title:

- Assembly attendance: Poverty

### **Brief Overview of Lesson:**

- This lesson is designed to attend the assembly about poverty

### **Essential Question:**

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

### **Content Objectives:**

- Become aware that there are many children in the world who suffer the hardship of poverty
- Know and understand how people's basic needs are the same around the world
- Know and understand why some societies are more able to meet these needs than others
- Know and understand how children on their age can help

### **Language Objectives:**

- Speak in appropriate tone of voice while presenting the Assembly
- Present the Assembly using the language proficiently

### **Supplementary Materials:**

- overhead projector
- white board and marker
- notebook/ pencils/ crayons (to take additional notes)

### Key Vocabulary:

- Austerity
- Homelessness
- Deprivation
- Penury
- Lack
- Loss
- Shortfall

### Grouping Options:

- Group presentation

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• The Assembly will be adapted to the students' real life situation.</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• The Assembly involves reading of the scripts.</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will be assigned to listen carefully to the speakers</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Students will be assigned to take notes about the Assembly</li></ul>

## The House on Mango Street Interdisciplinary unit

### Speaking

- Students will be assigned to make questions to the speakers

### Comprehensible Input:

- The use of appropriate speech for students' proficiency levels
- Clear explanation of procedure required to present the Assembly
- Use of a variety of techniques to make content/ concepts clear and comprehensible.

### Strategies:

- Cooperative work
- Engagement
- Yes or no questions

### Lesson Delivery Procedures:

**Activity 1# Motivation:** (5mn) – The teacher will ask students if they are ready for the Assembly and she will ask the students what are their expectation in relation to the Assembly.

**Activity 2# Information:** (10 mn) – The teacher will inform the students that the remaining members of the class (audience) will split into groups and each table have a card with a question related to the assembly and a summary of the presentation. Each group should choose an individual of the group to answer it at the end of the assembly.

**Activity #3 Practice:** (35m) – **Step 1-** The teacher will ask the speakers to begin the assembly. The speakers will present their project (video) they created about their opinion on poverty in general and after that the teacher will ask the speakers to take a seat in front of the class and open the class up to questions. First the groups will be answering the questions of the cards found on the tables.

**Step 2-** The teacher will ask the students (audience) to direct their question to the speakers. The speakers must answer the questions using the information they looked at while they were preparing to present the assembly. However there may be some answers they will have to make up or guess. At these points the teacher can stop the class and ask them if they agree with this answer or if they would answer in any other way.



## The House on Mango Street Interdisciplinary unit

### Accommodation:

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

### Review/Assessment:

- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

### Homework:

- Students will be assigned to write a personal reflection about the Assembly and bring it to the next class

## Week # 5- Lesson plan 3

### Lesson Title:

- Class discussion and Post-test: Poverty

### Brief Overview of Lesson:

- Pre-test students background about poverty through a questionnaire.
- Discuss about the Assembly

**Essential Question:**

- How does poverty affect individual health and well-being?
- What can be done to eradicate poverty?

**Content Objectives:**

- Know and understand the impact/effects of poverty in people's life
- Make the connections between the issue of poverty and a role for youth to help in solving the problem
- Explain why poverty is considered social problem
- Present suggestions on how to reduce or solve this problem

**Language Objectives:**

- Answer questions related to the Assembly
- Demonstrate through discussion understanding of the assembly

**Supplementary Materials:**

- White board and marker
- Notebook and pen
- Questionnaire handout

**Key Vocabulary:**

- Poorhouse
- Subsistence
- Deficit
- Shortage

## The House on Mango Street Interdisciplinary unit

- Bankruptcy
- Absence
- Deficiency

### Grouping Options:

- Pair proficient level students with less proficient ones;
- Pair supportive students with the students that are less proficient

### Building Background:

<b>Adaptation of Content</b>	<ul style="list-style-type: none"><li>• Students and teacher will discuss the significance of the Assembly</li><li>• Use of Cape Verdean Creole as support language to explain concepts hard to comprehend</li></ul>
<b>Links to Background</b>	<ul style="list-style-type: none"><li>• Connect to previous reading sources that address similar issue.</li></ul>
<b>Links to Past Learning</b>	<ul style="list-style-type: none"><li>• Connect to other subject that addresses the same issue such as Personal Development</li></ul>

### Integration of Skills:

<b>Reading</b>	<ul style="list-style-type: none"><li>• Students will be assigned to read the questionnaire before answering the questions</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Students will carefully listen to the teacher instruction and colleagues' participation.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Students will be assigned to write down the answers of the questionnaire</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• The class will involved on discussion about the Assembly presentation</li></ul>

### Comprehensible Input:

- The use of appropriate speech for students' proficiency levels
- Clear explanation of procedure required to present the paper
- Use of a variety of techniques to make content/ concepts clear and comprehensible.

### Strategies:

- Class discussion
- Individual work

### Lesson Delivery Procedures:

**Activity # 1 Motivation:** (5 mn) – The teacher will warm up the students' knowledge of what was studied last class. What did you like about the Assembly? What didn't you like? Did you overcome your expectation in relation to Assembly?

**Activity # 2 Information:** (10 mn) – The teacher will inform the students that this will be their last class and they will discuss about the Assembly and also make a post – test, which is the same questionnaire about poverty they have answered on their first class.

**Activity # 3 Practice:** (35 mn) – **Step 1** - The teacher will ask the students to arrange the tables and desk in order to form one huge group. Students will be assigned to assess orally their colleagues' contribution to the project. They will be identify what skills their colleagues have been using, how effective they were, what they could do differently the next time they were involved in this type of project, and where else in their lives they could use them to good effect.

**Step 2** – The teacher will handout the questionnaire to the students and will explain the students that it is the same questionnaire they have done before on their first class, and it addresses the same issue which is poverty. She will also explain them how they are supposed to fill it out. (See Appendix 19)

**Accommodation:**

- The material, instruction and content will be adjusted according to the students' needs.
- The lesson will be taught in 50 mn class period, however, the activities can be extended to the next class. Having in consideration the students' English level and different way of acquiring and/or processing information.

**Review/Assessment:**

- The assessment tools are designed to evaluate the students' literacy skills and understanding of the main concepts approached in this lesson. The students will be assessed based on their interaction/ participation in the activity.

**Standard: Rubric**

This rubric is designed to evaluate one of the final assignments (letter to the non-profit organization) in which the criteria to be evaluated are: Writing skills, Writing Organization (letter format), formal writing style, Clear purpose of the content. Students have a general knowledge about the structure of a formal letter. They have the ability to identify different parts of a formal letter. Furthermore, they will be able to write a formal letter using the appropriate structure.

<b>Criteria:</b>	<b>Advanced Indicators</b>	<b>Proficient Indicators</b>	<b>Needs Improvement Indicators</b>	<b>Failing Indicators</b>
<b>Criterion:</b> Writing skills  <b>Definition:</b> Demonstrate ability to perform writing skills based on coherence, events order, and transition.	Demonstrate advanced ability to perform writing skills based on coherence, events order, and transition	Demonstrate proficient ability to perform writing skills based on coherence, events order, and transition	Demonstrate some ability to perform writing skills based coherence, events order, and transition	Demonstrate little ability to perform writing skills based on coherence, events order, and transition.
<b>Criterion:</b> Writing Organization: letter	Demonstrate advanced ability to write a formal	Demonstrate proficient ability to write a formal	Demonstrate some ability to write a	Demonstrate little ability to write a formal letter

The House on Mango Street Interdisciplinary unit

<p>format</p> <p><b>Definition:</b> Demonstrate ability to write a formal letter respecting the right format (addresses, date, salutation and greetings, content (introductory paragraph, main body, concluding paragraph) and ending</p>	<p>letter respecting the right format (addresses, date, salutation and greetings, content (introductory paragraph, main body, concluding paragraph) and ending</p>	<p>letter respecting the right format (addresses, date, salutation and greetings, content (introductory paragraph, main body, concluding paragraph) and ending</p>	<p>formal letter respecting the right format (addresses, date, salutation and greetings, content (introductory paragraph, main body, concluding paragraph) and ending</p>	<p>respecting the right format (addresses, date, salutation and greetings, content (introductory paragraph, main body, concluding paragraph) and ending</p>
<p><b>Criterion:</b> Formal writing style</p> <p><b>Definition:</b> Demonstrate understanding and ability to construct formal letter using appropriate style for specific circumstances</p>	<p>Demonstrate advanced understanding and ability to construct formal letter using appropriate style for specific circumstances</p>	<p>Demonstrate proficient understanding and ability to construct formal letter using appropriate style for specific circumstances</p>	<p>Demonstrate some understanding and ability to construct formal letter using appropriate style for specific circumstances</p>	<p>Demonstrate little understanding and ability to construct formal letter using appropriate style for specific circumstances</p>
<p><b>Criterion:</b> Clear purpose of the content</p> <p><b>Definition:</b> Demonstrate ability to state a clear purpose of the formal letter</p>	<p>Demonstrate advanced ability to state a clear purpose of the formal letter</p>	<p>Demonstrate proficient ability to state a clear purpose of the formal letter</p>	<p>Demonstrate some ability to state a clear purpose of the formal letter</p>	<p>Demonstrate little ability to state a clear purpose of the formal letter</p>
<p><b>Criterion:</b></p> <p><b>Definition:</b></p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>

## Appendix 1 (Week#1- Lesson 1)

### Questionnaire (pre-test handout) :

This questionnaire is anonymous and it will be conducted to gauge the students' knowledge background about poverty. Please read the questions carefully and check one of the options according to your opinion.

1. In your opinion, which is the bigger cause of poverty today?

\_\_\_ People are not doing enough to help themselves to get out of poverty.

\_\_\_ Circumstances beyond their control cause them to be poor.

2. How big a problem is poverty in our society today?

\_\_\_ it is a big problem

\_\_\_ Somewhat of a problem.

\_\_\_ A small problem

\_\_\_ Not a problem at all.

3. How would you rate your family financial situation today?

\_\_\_ Excellent

The House on Mango Street Interdisciplinary unit

\_\_\_ Good

\_\_\_ Only fair

\_\_\_ Poor

4. Do you think that people from unprivileged class are discriminated because of their low financial condition?

\_\_\_ Yes

\_\_\_ No

5. In your opinion who are the most poor people in the Cape Verde?

\_\_\_ People who work but cannot earn enough money.

\_\_\_ People who don't work.

6. Do you think that poor people find it hard to get work, or do you think there are jobs available for anyone who is willing to work?

\_\_\_ Hard to get work.

\_\_\_ Jobs available for anyone who is willing to work.

7. Do you think most of the jobs people can get pay enough to support a family or not?



The House on Mango Street Interdisciplinary unit

\_\_\_ Yes

\_\_\_ Not

8. Do you think poor people have higher, lower, or about the same moral values as other Cape Verdeans?

\_\_\_ Higher

\_\_\_ Lower

\_\_\_ About the same

9. Do you have any close friends who are poor?

\_\_\_ Yes

\_\_\_ No

10. How do you identify someone who lives in poverty?

\_\_\_ Through their physical appearance.

\_\_\_ Where they live

\_\_\_ The working position they have.

## Appendix 2 (Week #1-Lesson 2)

### Vocabulary handout for the 1<sup>st</sup> vignette “The House on Mango Street”

- **Yard** - An area outside a building, usually with a hard surface and a surrounding wall.
- **Landlord** -A person or company from whom you rent a room, a house, an office, etc.
- **Banging** - To hit sth in a way that makes a loud noise.
- **Ceiling** - The top inside of a room.
- **Washroom** - A toilet/bathroom, especially one that is in a public building.
- **Hallway** -A hall
- **Tight** - Held or fixed in position firmly.
- **Swollen**-Containing more water than normal.
- **Elms** - A tall tree with broad leaves.
- **Curb** – Sth that controls and puts limit on sth.
- **Ordinary** - Not usual or different in any way.
- **Boarded up** - To cover a window, door, etc. with wooden board.
- **Peeling** – The skin of a fruit or vegetables that has been removed.
- **Temporary** – Lasting or intended to lasting only for a short time.
- **Note**- Definitions from Oxford advanced learners’ dictionary- 7<sup>th</sup> edition.

### Appendix 3 (Week #1-Lesson 2)

#### Categories of Figurative Language Handout:

- **Imagery** - Concrete details that appeal to the senses. Used to establish a mood.

For example:

➤ “Fluttering and dancing in the breeze”.

- **Simile**- A simile uses the words “like” or “as” to compare one object or idea with another to suggest they are alike.

For example:

➤ “You are as funny as a barrel of monkeys”.

- **Metaphor** - The metaphor states a fact or draws a verbal picture by the use of comparison.

For example:

➤ “You are what you eat”.

- **Personification** - A figure of speech in which human characteristics are given to an animal or an object.

For example:

➤ “The sky was full of dancing stars”.

- **Hyperbole** - An exaggeration that is so dramatic that no one would believe the statement is true. Tall tales are hyperboles.

For example: “You could have knocked me over with a feather”.

**Note:** Adapted from <http://examples.yourdictionary.com/examples-of-figurative-language.html>

### Appendix 4 (Week #1-Lesson 3)

#### Worksheet: List of needs and wants chart

Needs		Wants
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

## Appendix 5 (Week #2-Lesson 1)

### Lyric Vocabulary handout:

**Brand-** a distinctive category, a particular kind

**Afraid-** filled with fear

**Ain't-** am not, is not, or are not

**Gonna**—going to

**Spend** – to use time for a particular purpose; pass time

**Wasted** – to use more of sth that is necessary or useful

**Corner-** a part of something where two or more sides, lines or edges join.

**Store-** a large shop that sells many different types of goods.

**Realize** – to understand or become aware of fact or situation.

**Lend**—to give something to somebody or allow them to use something that belongs to you, which they have to return to you later.

**Note-** Definitions from Oxford advanced learners' dictionary- 7<sup>th</sup> edition

## **Appendix 6 (Week #2-Lesson 1)**

### **Song “Difference” by Shawn Desman**

What is it that we have to do to change this world?

What can I do? What can you do?

[Verse 1]

Sitting at home all alone just watching my t.v

The news comes on the world's gone wrong

That's how it seems to me

See people dying , people crying, got no food to eat

It ain't my life so tell me why it means so much to me?

Let's try to open our hearts

it's not too late to make a brand new start

[Chorus]

Here and now, I believe

There are solutions to the problems we see

We should all take a chance

Don't be afraid to lend a helping hand

This world could be so beautiful,

If we just worked together to make a difference today.

[Verse 2]

Lalalalala la...oh

Oh yeah yeah

I took a walk down by the school yard where I used to play

Now there's no children only people spending wasted days

The same old lady holds her hand out by the corner store

I always give her what I can you know she still needs more

Let's try to open our hearts

It's not too late to make a brand new start

[Chorus]

Here and now, I believe

There are solutions to the problems we see

We should all take a chance

Don't be afraid to lend a helping hand

This world could be so beautiful,

If we just worked together to make a difference today.

Just gotta make a difference

Yay yeah

[Bridge]

Open up your eyes

Don't you realize they need you

Let's not run away, listen when I say

That I believe, if we just opened our hearts

It's not too late to make a brand new start

[Chorus]

Here and now, I believe  
There are solutions to the problems we see (problems we see)  
We should all take a chance (take a chance)  
Don't be afraid to lend a helping hand (a helping hand)  
This world could be so beautiful,  
If we just worked together to make ...  
Here and now, (here and now), I believe  
There are solutions to the problems we see (problems we see)  
We should all take a chance (just take a chance)  
Don't be afraid to lend a helping hand (a helping hand)  
This world could be so beautiful, (so beautiful baby)  
If we just worked together to make,  
A difference today ... hey...



## Appendix 7 (Week # 2- Lesson 1)

### Final Project guideline handout:

- For your final Writing Assignment choose one of the projects to work on in groups of five students.

<b>Conduct a research paper</b>	In group of five students conduct a research on statistics on poverty either around the world in greater depth or to find local statistics on poverty on your country. Also research one country on your choice that is rich but has a huge rate of poverty (e.g. Brazil or Angola), researching what are its natural resources, the causes of its poverty (e.g. corrupt government, lack of education) and how does poverty affect the population of that country.
<b>write a letter to a non-profit organization</b>	In group of five students write a letter to a non-profit organization (e.g. UNICEF) to thank for the support they provide to FICASE in Cape Verde (a non-profit organization that supports students from families with low income in CV) or asking for support to a particular student from your school who lives in poverty.

### Guidelines for your project:

1. Your project must include: a cover page, table of content, introduction, body of the project and conclusion.
2. Before to turn in your final project it will be presented to the class.
3. For the presentation of your project you might make use of visual aids: power point, posters, or pictures.

## Appendix 8 (week #2-Lesson 2)

### Formative Assessment (Quiz) handout:

Name \_\_\_\_\_

Number \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Mark each of the following as an example of metaphor (M), simile (S), or personification (P), Imagery (I), and Hyperbole (H).**

1. Beauty followed her through her life. \_\_\_\_\_
2. You're as mean as Hera. \_\_\_\_\_
3. He eats like a pig. \_\_\_\_\_
4. Fluttering and dancing in the breeze. \_\_\_\_\_
5. You could have knocked me over with a feather. \_\_\_\_\_

**B. Match the following words with its appropriate meaning.**

1. Tight

A. The top inside of a room

2. Ceiling

B. Containing more water than normal.

The House on Mango Street Interdisciplinary unit

- |                    |   |
|--------------------|---|
| <b>3. Ordinary</b> | <b>C.</b> Held or fixed in position firmly.                   |
| <b>4. Swollen</b>  | <b>D.</b> Not usual or different in any way.                  |
| <b>5. Afraid</b>   | <b>E.</b> a distinctive category, a particular kind           |
| <b>6. Brand</b>    | <b>F.</b> to use more of sth that is necessary or useful      |
| <b>7. Wasted</b>   | <b>G.</b> filled with fear                                    |
| <b>8. Realize</b>  | <b>H.</b> to understand or become aware of fact or situation. |

## Appendix 9 (week #2-Lesson 2)

### Answer key for the Formative Assessment (quiz):

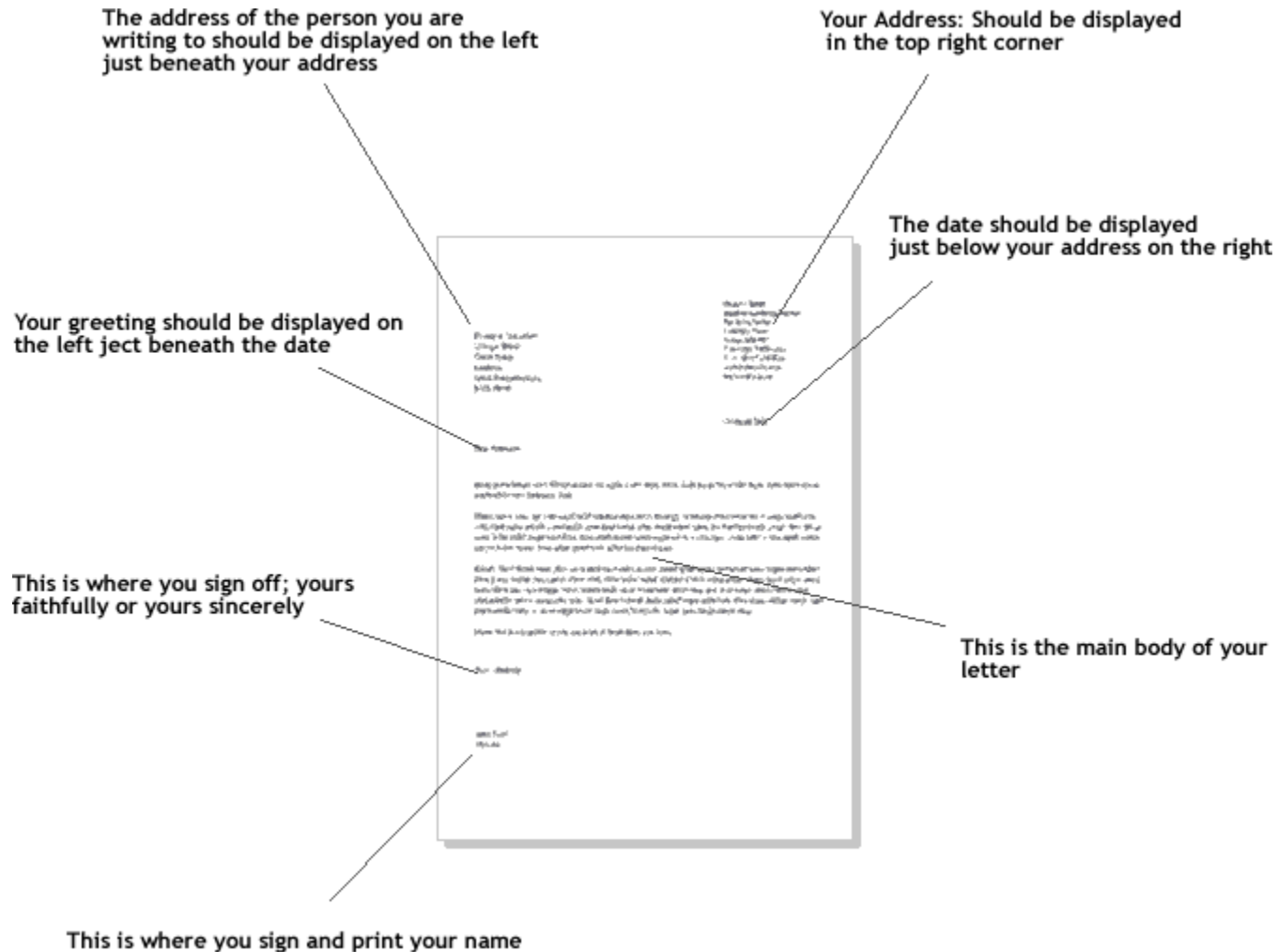
#### A.

1. Beauty followed her through her life. P
2. You're as mean as Hera. S
3. He eats like a pig. M
4. Fluttering and dancing in the breeze. I
5. You could have knocked me over with a feather. H

#### B.

1. C
2. A
3. D
4. B
5. G
6. E
7. F
8. H

## Appendix 10- (Week #3- Lesson 1)– Formal letter business handout



**Note:** The formal letter above details the general layout that it should conform to. Each aspect is more detailed on the page below.

**Addresses:**

**1) Your Address**

Your address should be displayed in the top right-hand section. This will enable the person that you are writing to, to reply.

**2) The Address of the person you are writing to**

This address should be displayed beneath your address on the left-hand side, remember to include the name of the person that you are writing to (if known).

**Date:**

This should be displayed on the right-hand side of the page on the line beneath your address and should be written in full format. E.g.  
1st January 2001

**Salutation & Greeting:**

**1) Dear Sirs,**

If you do not know the name of the person that you are writing to, use the greeting "Dear Sirs,". In some circumstances it is useful to find a name, especially if you are making a request as this will show that you have done your homework and you are more likely to receive a response.

**2) Dear Mr Glover,**

If you know the name, use one of the following titles:

## The House on Mango Street Interdisciplinary unit

**Mr** - for a male

**Mrs** - for a married female

**Miss** - for an unmarried female

**Ms** - for a female whose status is unknown or would prefer to remain anonymous

**Dr** - for a person with the status of a doctor

This should be followed by the surname only (not the first name).

### **Content:**

- **Introductory Paragraph**

The introductory paragraph should be concise and should clearly state the purpose, whether it is to lodge a complaint, make an enquiry or to request something.

- **Main Body**

The main body should clearly state the points that you want to make. As a general rule it is a good idea to keep this as to the point as possible to ensure that the recipient remains engaged. A longer main body may be more appropriate when making a complaint as you may require adding more detail in order to convey the importance of what you are putting across.

- **Concluding Paragraph**

The concluding paragraph should outline what action you would like the recipient to take: to make a refund, to send you information etc.

**Concluding:**

**1) Yours faithfully,**

If you do not know the name of the person, conclude with "Yours faithfully,".

**2) Yours sincerely,**

If you know the name of the person, conclude with "Yours sincerely,".

**3) Your signature**

Sign your name, then print it underneath the signature. If it is potentially unclear what your title would be then include this in brackets next to your printed name.

**Note:** Retrieved from <http://www.goodletterwriting.com/formal-letters.html>



**Formal Business Letter handout:**

Mindelo – São Vicente

18 Chã de Cemitério

Republic of Cape Verde

April 3<sup>rd</sup> 2014

Ms. Fernanda Marques  
Ministry of Education  
Praia – Santiago  
Republic of Cape Verde

Dear Mrs. Marques

I'm writing to apply for the English Teacher position at Assomada High School. I have a B.A of Arts of English graduated from the University of Cape Verde in Mindelo. Throughout the last semester of my bachelor degree I have completed my internship at the Secondary School Jorge Barbosa where I taught students from 11<sup>th</sup> grade for six months in different classrooms, which means that I have enough qualification to work with students from any grade and level.

My personal experience as English Teacher and my academic background make me well qualified for this position. I would welcome the chance to work as part of this dynamic team I'm sure I could make a significant contribution while developing my skills yet further. I would find successful ways to collaborate with other professional there to support the English department and the entire high school. I would be happy to show you a portfolio of my work.

Thank you for your consideration, and I look forward to hearing from you.

Sincerely,

Ernania Fortes

## Appendix 11- (Week #3- Lesson 2)

### Present Simple and Past Simple handout:

#### **Form of the Simple Present:**

- We use the infinitive of the verb. In the 3rd person Singular (he, she, it - or a name) we put an -s to the end of the infinitive.

Infinitive - 3rd person Singular (he, she, it) infinitive + -s

#### **Affirmative sentences:**

I/we/you/they play football.

He/she/it plays football.

**Note:** he, she, it - Do not forget the -s.

#### **Negative sentences:**

We use the auxiliary do.

I/we/you/they do not play football.

He/she/it does not play football.

**Note:** We often use short forms in negative sentences in the Simple Present:

I/we/you/they don't play football.

He/she/it doesn't play football.

## The House on Mango Street Interdisciplinary unit

### Questions:

Do I/we/you/they play football?

Does he/she/it play football?

### Form of the Past Simple:

Form the Simple Past:

- with regular verbs: infinitive + -ed

- with irregular verbs: 2nd column of the table of the irregular verbs

### Affirmative sentences:

Use the same form of the verb every time regardless the subject.

regular verbs	irregular verbs
I played football.	I went to the supermarket.

### Negative sentences:

Use the auxiliary did (Simple Past of do) every time regardless the subject.

regular verbs	irregular verbs
I did not play football.	I did not go to the supermarket.

## The House on Mango Street Interdisciplinary unit

**Note:** Short forms in negative sentences in the Simple Past are used quite often.

### Questions:

Use the auxiliary did (Simple Past of do) every time regardless the subject.

regular verbs	irregular verbs
Did you play football?	Did I go to the supermarket?

## Appendix 12- (Week #3- Lesson 2)

### Grammar exercise sheet handout:

Read carefully the following sentences and fill the gaps with the appropriate verb tense.

1. I \_\_\_\_\_ (study) English last night.
2. I \_\_\_\_\_ (have) long hair when I \_\_\_\_\_ (be) a little child, but now my hair \_\_\_\_\_ (be) short.
3. My teacher \_\_\_\_\_ (write) a letter to the Principal last week.
4. Sue \_\_\_\_\_ (brush) her teeth twice a day.
5. I \_\_\_\_\_ (take) too much sun in the afternoon, so I \_\_\_\_\_ (have) a terrible headache now.
6. Kevin \_\_\_\_\_ (can) play the piano when he was 12, now he \_\_\_\_\_ (can) play both the piano and violin.
7. Janet \_\_\_\_\_ (be/not) so hardworking last year, but this year she \_\_\_\_\_ (be).
8. My father \_\_\_\_\_ (wash) his car every weekend.
9. Steve \_\_\_\_\_ (buy) a present to his sister but he \_\_\_\_\_ (think) she \_\_\_\_\_ (not/like).

### **Appendix 13- (Week #3- Lesson 2)**

#### **Answer key for the grammar exercise sheet:**

1. Studied
2. Brought, think, didn't like
3. Wrote
4. Brushes
5. Took, have
6. Could, can
7. Wasn't, is
8. Washes
9. Bought, think, didn't like

## Appendix 14 - (Week #3- Lesson 2)

### Worksheet: Effect of Poverty

Needs	Consequences for a family if lacking the need	How does society help? (individuals and/or government agencies)
Food	Kids go to school hungry and are unable to concentrate	Food banks

### Appendix 15 - (Week #3- Lesson 3)

*“The Shadow inside My Shadow”* by Eric Cockrell

Poverty is not my cousin,  
is not my lover,  
is not my preacher,  
poverty is not my brother.

Poverty is not my prayer,  
or the song that I sing  
is not my answer  
poverty is not my dream.

Poverty is not my teacher,  
not the hand that I hold.  
Poverty is not my anger,  
not my spirit, not my soul.

Ah! But this poverty is real  
it races thru my mind  
crashes into my heart,  
& leaves me deaf and blind.

Poverty is my companion.  
The aching cold inside my hollow,  
the blow behind my eyes,  
poverty is the shadow  
inside my shadow.



## Appendix 16 - (Week#3- Lesson 3)

### Vocabulary handout of the poem:

**Shadow**-The darkshape that sb/sth's form makes on a surface, for example on the ground, when they are between the light and the surface.

**Prayer**- words which you say to God giving thanks or asking for help.

**Dream**- a series of images, events and feelings that happen in your mind while you are asleep.

**Anger** - the strong feeling that you have when sth has happened that you think is bad and unfair.

**Soul**-the spirit part of a person believe to exist after death

**Deaf**-unable to hearanything or unable to hear very well

**Blind** – not able to see

**Companion** – a person or any animal that travels with you or spends a lot of time with you

**Ache** –a continuous feeling of pain in a part of the body

**Cold**-having a lower than usual temperature

**Inside**-on or to the inner part of sb/sth

**Hollow**-having a hole or empty space inside

**Note**- Definitions from Oxford advanced learners' dictionary- 7<sup>th</sup> edition

## Appendix 17- (Week #4- Lesson 2)

### Summative Assessment Handout:

#### SECONDARY SCHOOL JORGE BARBOSA

#### ENGLISH WRITTEN TEST I 8<sup>th</sup> GRADE

Name ..... Nr..... Class.....  
Date..... Mark..... Teacher .....

### Living in poverty

Jesse Staley is a teenager who dreams of graduating from high school and attending her prom. While her friends buy prom dresses and arrange after-prom parties, she struggles to feed her sisters and brothers. As other families choose between colleges, hers must choose between medical care and welfare. As many of her friends live the life of a carefree adolescent, Jesse assumes the role of the caretaker in her family. The oldest of three children, she must look after her siblings while her father ekes out a living driving a truck. Her father is a hard-working man, but his 12- to 15-hour shifts don't provide enough income to pay the bills. She begins her days early, after her

## The House on Mango Street Interdisciplinary unit

father leaves for work. She wakes up her brother and sister, feeds them and sends them to school. After attending classes all day, she fixes dinner, helps her siblings with class assignments and puts them to bed – all before starting her own homework. Although the family isn't homeless, they have only \$120 each month to buy food. Often, there isn't enough to last the month, so Jessie is forced to turn to charities for help. Her family suffers from the constant struggle to make ends meet. For example, choosing inexpensive over healthy foods has hurt the family's health; Jessie's father has a heart condition and struggles against obesity – the result of high-fat, processed foods that so frequently make up a low-income diet. Jessie's dream of going to college is tempered by fears that her father will need her close to home, especially as he faces growing health problems. It's a sad fact that in America, where there is no universal health coverage, many families face the same terrible choice as Jessie's father between working for a living without health insurance or taking welfare in order to receive state-provided medical care.

**A. Read the text carefully and underline the best option.**

1. Jesse is a teenager who dreams of  
a) Graduating from high school   b) buying a new dress   c) travelling abroad
2. As other families choose between colleges, hers must choose between  
a) Shopping and travels   b) working and saving money   c) medical care and welfare
3. Jesse must look after her  
a) Four siblings   b) two siblings   c) three siblings
4. The amount of money her family have to buy food each month is  
a) \$500   b) \$250   c) \$120

**B. Answer these questions from the text.**

1. What is the biggest dream of Jessie?  
.....  
.....  
.....
2. What role does Jessie assume in her family and why?  
.....  
.....  
.....
3. What does Jessie do after her father leaves for work?

4. Why is Jessie forced to turn charities for help each month?

5. What has caused Jessie's father health problems?

6. Why is Jessie's dream of going to college tempered by fear?

**C. Match the words in column A to their appropriate meaning in the column B.**

<b>A</b>	<b>B</b>
<b>Temporary</b>	To cover a window, door, etc. with wooden board.
<b>Boarded up</b>	To use more of sth that is necessary or useful
<b>Peeling</b>	A distinctive category, a particular kind
<b>Wasted</b>	Filled with fear
<b>Brand</b>	The spirit part of a person believe to exist after death
<b>Afraid</b>	The skin of a fruit or vegetables that has been removed
<b>Dream</b>	A series of images, events and feelings that happen in your mind while you are asleep.
<b>Anger</b>	The strong feeling that you have when sth has happened that you think is Bad and unfair.

Soul	Lasting or intended to lasting only for a short time.
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**D. Identify what type of figurative language is used in each of the following sentences.**

1. I was so hungry that I even ate the plate.  
a) hyperbole      b) metaphor      c) simile      d) personification
2. My father was the sun and the moon to me.  
a) personification   b) hyperbole   c) Simile   d) metaphor
3. The rain seemed like an old friend who had finally found us.  
a) Simile      b) hyperbole      c) personification   d) imagery
4. Fluttering and dancing in the breeze.  
a) hyperbole      b) imagery      c) Simile      d) metaphor
5. The sky was full of dancing stars.  
a) Simile      b) hyperbole      c) personification   d) imagery

**E. Read the following sentences and then mark True (T) or False (F).**

1. When the letter starts Dear sir we end it with Yours sincerely. \_\_\_\_\_
2. You can end a letter to someone you know with Best wishes. \_\_\_\_\_

The House on Mango Street Interdisciplinary unit

3. *Mrs* is the title used for a married woman. \_\_\_\_\_
4. *Master* is the title used for a man. \_\_\_\_\_
5. If you are writing a formal letter, it is not a good idea to use contractions. \_\_\_\_\_
6. When you apply for a job, it is a good idea to use a recycled envelope. \_\_\_\_\_

**F. Fill the blanks with the appropriate verb tense (Present simple/Past simple).**

1. Tom \_\_\_\_\_ (to work) every day from 9:00 am to 5:00 pm.
2. Yesterday my sister \_\_\_\_\_ (to finish) work at 6:00 pm.
3. Mrs. Wilson \_\_\_\_\_ (to have) a dog and a cat.
4. My grandma \_\_\_\_\_ (to give) me a tie for my birthday last week.
5. Julie and Kevin \_\_\_\_\_ (to move) to England two weeks ago.
6. After breakfast they usually \_\_\_\_\_ (to go) to church.
7. Our students \_\_\_\_\_ (to come) from many different countries.
8. Steve \_\_\_\_\_ (to miss) class yesterday.

## Appendix 18- (Week #4- Lesson 2)

### Answer key of the Summative Assessment:

#### A. Read the text carefully and underline the best option.

1. a)
2. c)
3. b)
4. c)

#### B. Answer these questions from the text.

1. Jessie's biggest dream is graduating from high school and attending her prom.
2. Jesse assumes the role of the caretaker in her family because she must look after her siblings while her father ekes out a living driving a truck.
3. After her father leaves for work she wakes up her brother and sister, feeds them and sends them to school. After attending classes all day, she fixes dinner, helps her siblings with class assignments and puts them to bed, all before starting her own homework.
4. Jessie is forced to turn to charities for help each month because they have only \$120 each month to buy food and often, there isn't enough to last the month.
5. Jessie's father health problem is caused by high-fat, processed foods.
6. Jessie's dream of going to college tempered by fear because she fears that her father will need her close to home, especially as he faces growing health problems.



**C. Match the words in column A to their appropriate meaning in the column B.**

Temporary- lasting or intended to lasting only for a short time.

Boarded up- to cover a window, door, with wooden board.

Peeling- the skin of a fruit or vegetables that has been removed

Wasted-to use more of sth that is necessary or useful

Brand-a distinctive category, a particular kind

Afraid-filled with fear

Dream - a series of images, events and feelings that happen in your mind while you are asleep.

Anger- the strong feeling that you have when sth has happened that you think is bad and unfair.

Soul-the spirit part of a person believe to exist after death

**D. Identify what type of figurative language is used in each of the following sentences.**

1. a)

2. d)

3. a)

4. b)

5. c)

**E. Read the following sentences and then mark True (T) or False (F).**

1. True
2. False
3. True
4. False
5. True
6. False

**F. Fill the blanks with the appropriate verb tense (Present simple/Past simple).**

1. Works
2. Finished
3. Has
4. Gave
5. Moved
6. Go
7. Come
8. Missed

### Appendix 19- (Week #5- Lesson 3)

#### Questionnaire (post-test handout) :

This questionnaire is anonymous and it will be conducted to gauge the students' knowledge background about poverty. Please read the questions carefully and check one of the options according to your opinion.

1. In your opinion, which is the bigger cause of poverty today?

\_\_\_ People are not doing enough to help themselves to get out of poverty.

\_\_\_ Circumstances beyond their control cause them to be poor.

2. How big a problem is poverty in our society today?

\_\_\_ it is a big problem

\_\_\_ Somewhat of a problem.

\_\_\_ A small problem

\_\_\_ Not a problem at all.

3. How would you rate your family financial situation today?

\_\_\_ Excellent

\_\_\_ Good

The House on Mango Street Interdisciplinary unit

\_\_\_ Only fair

\_\_\_ Poor

4. Do you think that people from unprivileged class are discriminated because of their low financial condition?

\_\_\_ Yes

\_\_\_ No

5. In your opinion who are the most poor people in the Cape Verde?

\_\_\_ People who work but cannot earn enough money.

\_\_\_ People who don't work.

6. Do you think that poor people find it hard to get work, or do you think there are jobs available for anyone who is willing to work?

\_\_\_ Hard to get work.

\_\_\_ Jobs available for anyone who is willing to work.

7. Do you think most of the jobs people can get pay enough to support a family or not?

\_\_\_ Yes

The House on Mango Street Interdisciplinary unit

\_\_\_ Not

8. Do you think poor people have higher, lower, or about the same moral values as other Cape Verdeans?

\_\_\_ Higher

\_\_\_ Lower

\_\_\_ About the same

9. Do you have any close friends who are poor?

\_\_\_ Yes

\_\_\_ No

10. How do you identify someone who lives in poverty?

\_\_\_ Through their physical appearance.

\_\_\_ Where they live

\_\_\_ The working position they have.

## Post script

To design my unit I first started by setting a purpose, in order to help me focus the learning of my students and my teaching. Then I followed a standard template to prepare my unit, including (materials, lessons, assessments, and accommodations for all learners in my classroom). Then, I looked for the resources that were available to me and I studied the Cape Verdean curriculum in order to become knowledgeable about the actual subject matter of my unit. After that, I identified the concept I was planning to teach in my unit, I planned and created the assessment tools, and finally I started choosing the lessons according my students learning styles in order to garner their curiosity and interest.

The approaches that came easier and naturally were: brainstorming, group discussion, read aloud and scaffolding. The assignments that came easier and naturally were: work in pairs to complete worksheet, analyze of the main events of the vignette, answer and discuss questions related to the vignette, write a paragraph to report personal reflection. As teaching is evidently and inevitably uncertain, no teacher can be sure how a lesson will go or what a student will learn. In addition, sometimes it is difficult to be sure which teaching approach will be most successful with a particular group of students. Thus, the approach that I feel a little bit more risky to use is scaffolding because although scaffolding can be modified to meet the learning needs of all students, this is also disadvantageous because this technique, when used correctly, is incredibly time-consuming for teachers. It also necessitates that the teacher give up some control in the classroom in order for learners to move at their own pace.

The assignment that I feel is more risky is having students to conduct a research paper because students in this grade have lack of research skills and lack of understanding of plagiarism. They often have a lot of confusion of what is considered to be or

### The House on Mango Street Interdisciplinary unit

not plagiarism since they are not acquainted with citation. The aspects of this unit that I am more eager to teach are the causes and effects of poverty and have students discuss their experiences in poverty and their assumptions (stereotypes, biases, prejudices, and discriminating actions) against people living in poverty.

As a teacher I believe that education is a process that develops students' competence in order to help them to achieve their full potential in life. In addition, it enables them to apply whatever knowledge and skill they gain today to live more effectively in the future. Thus, I believe that this unit embodies my theory of teaching once it is designed according to my students' learning style. I have made use of a wide variety of teaching strategies in order to meet their needs and help them to succeed academically. In addition, while I was designing this unit I tried to focus as much as I could on activities that are suitable to the grade and level of these students in order to not overwhelm them.